



Special Educational Needs Policy Incorporating the Limpfield Grange School SEND Information Report

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Governor's Committee Responsibility:	Full Governing Body
Date Approved:	Spring 2024
Review Period:	Annually
Next Review Date:	Spring 2025

The Limpsfield Grange Values:

At Limpsfield Grange we believe in working together to make a difference.

We are a tolerant community; we accept, value and understand others.

We care for all members of our community without judgement.

We are responsible for our own learning, behaviour and actions.

We accept that sometimes things go wrong. We work together to take responsibility for our mistakes and for putting things right.

We are a respectful community and we treat others as we would like to be treated, even if they have different views and opinions to our own.

We understand that good behaviour helps us to prepare for life beyond Limpsfield Grange.

We are positive and resilient. We celebrate difference in everything that we do.

We are all proud to be part of the Limpsfield Grange community.

July 2023

Limpsfield Grange School

Special Educational Needs Policy

Background & rationale

We at Limpsfield Grange believe that “together we make a difference.” We work together on the areas of Wellbeing, Achievement, Communication and Independence (WACI) so that our students can be fully active members of society. We are ambitious for all of our students, and we work with them to help them succeed. Limpsfield Grange respects the unique contribution which every individual student can make to the community and seeks to place this contribution within a clear structure which both embraces the highest possible aspirations and accepts individual differences in ability, aptitude and level of skills.

All students at Limpsfield Grange School have an EHCP and have Special Educational Needs.

At Limpsfield Grange School every teacher is a teacher of SEND. At Limpsfield Grange it is the responsibility of all staff to assist in meeting the individual needs of the students to the best of our abilities.

Legislation and guidance

The Limpsfield Grange SEND 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 students with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools’ responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

Definitions

Special Educational Needs:

A student has SEN if they have a learning difficulty or disability which calls for special educational 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.

Disability:

Many children and young people who have SEN may have a disability under the Equality Act 2010 that is “...a physical or mental impairment which has long term and substantial adverse effect on their ability to carry out normal day to day activities.”

The Limpsfield Grange SEND policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- Schools SEN Information Report Regulations 2014

- Statutory Guidance on Supporting Pupils at School with Medical Conditions 2015
- Keeping Children Safe in Education 2023
- Teachers Standards 2021
- Headteacher Standards 2020

Aims of the policy

The aim of the Limpsfield Grange SEND policy is to outline what support students will receive to enable them to make the best possible progress over time so that they can make the most successful transition to their post 16 placements and into their adult lives.

Scope of the policy

This policy applies to all Limpsfield Grange permanent and bank staff; Governors; students; parents carers and family members; the Limpsfield Grange Outreach Team and visiting professionals who work with students at the school.

Roles and responsibilities

The SENCO

The SENCO is Deputy Headteacher Emma Phillips (deputy@limpsfield-grange.surrey.sch.uk) The SENCO sits on the Senior Leadership Team of the school and matters relating to SEND are central to the schools strategic direction and to daily operational matters.

The SENCO will:

- Work with the Headteacher and Governors to determine the strategic development of the SEN Policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching
- Advise on the deployment of the school's delegated budget and other resources to meet students' 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 school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

The Governing Body

All Governors at Limpsfield Grange have a responsibility for SEN due to the specialist nature of our setting, so we do not have one specific named Governor. However if you would like to discuss SEN please contact Jackie Tanner, Chair of Governors, via the school, in the first instance. Mrs Tanner's email address is mrs.tanner@limpsfield-grange.surrey.sch.uk

The Governing Body will:

- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school
- Monitor the effectiveness of SEND provision across Limpsfield Grange School

The Headteacher

The Headteacher will:

- Work with the SENCO and The Governing Body to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability across the school

Teachers and Teaching Assistants

Teachers and Teaching Assistants are responsible for:

- The progress and development of every student that they teach and support
- Working with the SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow the Limpsfield Grange SEND policy
- Working closely with any staff delivering interventions to plan and assess the impact of support and interventions and how they can be linked to day to day classroom teaching

The Limpsfield Grange SEN information report

The types of SEN for which provision is made at the school

Limpsfield Grange School meets the needs of girls aged 11 - 16 with social interaction and communication needs. Most of our students have a diagnosis of autism. Our students will usually have attended a mainstream primary school. Some of our students are working at age related expectation on entry, whilst others are working below age related expectations, with reading ages that do not enable them to independently manage the KS3 curriculum. Many of our students did not successfully complete their primary education and have gaps in their learning and attainment. All of our students experience difficulties with identifying their emotions, in line with their autism diagnosis or social communication difficulties, which means they are extremely vulnerable when compared with their peers.

Students at Limpsfield Grange are likely to experience:

- Difficulties with social interaction and communication, including understanding social rules
- Difficulties with language, including difficulties with abstract language, limited receptive language skills relative to their expressive language skills
- Difficulties building and maintaining effective relationships
- Difficulties with self-regulation and the identification of their own emotions and the emotions of others
- Significant social vulnerabilities and difficulties with their emotional health and wellbeing.

Consulting and involving students and parents

At Limpsfield Grange we believe that a student's education is a partnership between parents, carers and the school. We are committed to developing strong communication with parents and carers and with other stakeholders across our wider community.

We communicate with parents and carers in the following ways:

- Friday emails from their daughter's Form Tutor
- Individual emails and phone calls to parents and carers when students have had a positive day
- Individual emails and phone calls to parents and carers when students have had a difficult day
- Invitations to attend their daughter's Annual Review meeting where progress in meeting the outcomes in their daughter's EHCP are discussed
- Parents and Carers evenings where their daughter's progress is discussed
- Annual parents and carers school questionnaires
- Annual parents and carers residential questionnaires
- Half termly Headteacher newsletters
- LGS Twitter feed
- LGS website

Assessing and reviewing students' progress towards outcomes

An Annual Review of an EHCP is held annually for all students and this meeting is chaired by Laurie Galloway, SEND Adviser and Annual Review Lead. Parents/carers are invited to attend the meeting and it is expected that all students will attend at least part, if not all, of the meeting. Annual Review meetings take place throughout the year. The aim is to review an EHCP no more than 12 months from the date of the final plan or from the date of the previous review. Parents/carers are given two weeks' notice of the date of the review meeting.

Students are set annual targets that build towards the broader outcomes outlined in their Education, Health and Care Plans. These targets are set at the Annual Review meeting and are shared with education and residential teams to enable students to work on their targets in a range of contexts. Each term progress in meeting the annual targets derived from EHCP outcomes is recorded and the data analysed by our Student Support Lead. We then use the data analysis to track student progress in meeting their short term targets, and also to provide training for staff.

Students are also set termly academic targets in each subject, and progress in meeting these targets is reviewed by Teachers and Teaching Assistants termly.

We will ensure that we regularly assess all students' needs so that each student's progress and development is carefully tracked, from their start points. We will listen to the views of the students and their parents/carers. In some cases we will draw on the assessments and guidance from other educational professionals, e.g. an Educational Psychologist or Speech and Language Therapist and from health and social services where appropriate.

All lessons are planned and delivered from each student's individual start point, leading to good progress in each lesson and over time.

All teachers and support staff who work with students are aware of their individual needs and of strategies or approaches required to support them.

Progress towards meeting annual targets linked to a student's EHCP outcomes is shared with parents and carers at each Annual Review meeting. Progress towards meeting academic targets is shared with parents and carers termly via academic reports.

Any questions about student progress should be directed to Mrs Chippington Assistant Headteacher at mrs.chippington@limpsfield-grange.surrey.sch.uk

Any questions about student progress in meeting Annual Review targets should be directed to Mrs Janaway, Student Support Lead at mrs.janaway@limpsfield-grange.surrey.sch.uk

Supporting students moving between phases and preparing for adulthood

There are two types of admissions to Limpsfield Grange – Key Stage Transfer admissions for a place in Year 7; and midterm admissions to Limpsfield Grange, which are both managed by Surrey County Council SEND Admissions Team. The Headteacher of Limpsfield Grange reads consultation papers sent to the school and makes a decision about whether the school can meet the needs of the student as outlined in their EHCP.

Parents and carers are encouraged to visit the Limpsfield Grange as part of this process, and the school hosts open mornings throughout the year (in person and virtual) to share information about the provision and the approach of the school.

Limpsfield Grange provides a transition day for the new Year 7 students in July of Year 6, in order to prepare them for their start in the next academic year. This gives students and their families the opportunity to find out more about the school and to become familiar with staff.

If a student is placed at Limpsfield Grange during the academic year, they will be invited to access transition opportunities as appropriate.

Transition planning is a vital part of the Annual Review process from Year 9 onwards. Limpsfield Grange advocates a person centred planning and aim to involve students to make informed choices and decisions about their future. Students will have the opportunity to study careers as part of our WACI Independence strand.

Limpsfield Grange will share information with the post 16 school, college, or other setting the student is moving to.

The Limpsfield Grange School approach to teaching students with SEN

Each student at Limpsfield Grange has Special Educational Needs and has an EHCP. Each students' Education Health Care Plan outlines the resources, teaching and learning programs and multi-agency involvement. Students at Limpsfield Grange are educated in small teaching groups of 10-13 students, and are grouped by age in single year groups, with classes usually supported by one Teaching Assistant. Teachers are responsible and accountable for the progress and development of all the students in the classes that they teach. High quality, personalized teaching is the foundation of our teaching approach for all of our students.

Adaptations to the curriculum and learning environment

The aim of the Limpsfield Grange curriculum is to fully prepare our students for life beyond school, giving them the knowledge and skills that they will need to make the next step in their lives successfully. Our ambitious curriculum ensures that students have the right range of qualifications for their future learning and employment; alongside the skills and cultural capital to enable them to navigate their adult lives. The curriculum focuses on developing skills in English, Maths, and Science alongside our WACI curriculum, and provides opportunities for students to develop communication and independence skills commensurate with their academic abilities; and the capacity to manage their wellbeing effectively. We offer a curriculum that is meaningful, engaging and meets our students' needs. There is a high level of challenge and support, enabling students to make very good progress. We plan clear routes of progression and development. The streamlined curriculum allows extra time to be dedicated to English and Maths. If students need more time, teachers will vary the pace of learning. Our curriculum offers a high level of challenge and support for students, enabling them to make very good progress from their start points over time. The level of support will depend on the student's needs, as identified in their Education Health Care Plan.

Additional support for learning

Students at Limpsfield Grange are taught in small groups supported for most of each day by a Teaching Assistant.

We provide bespoke, short term evidence based interventions for students with reading ages of less than 10 years old on entry.

We work with a Surrey County Council Speech and Language Therapist and a Speech and Language Therapy Assistant and an NHS Occupational Therapist, commissioned by Surrey County Council. We can host therapists commissioned by students placing authorities.

We work with other agencies and organizations to provide support for our students as required.

Support for improving emotional and social development

Supporting our students' emotional and mental wellbeing and health is a priority area across the school. Many of our students experience anxiety and have difficulties identifying their emotions. The wellbeing strand of our WACI curriculum encompasses Sex and Relationships Education alongside Online Safety, areas on emotional identification and regulation; friendships and managing family and social relationships.

At Limpsfield Grange we are committed to multi agency working to ensure that the holistic needs of each student is met.

Expertise and training of staff

Staff at Limpsfield Grange have a wealth of experience of working with autistic girls, and the work of the school informs national and international research.

At Limpsfield Grange School we ensure that all staff keep up to date with developments in teaching and provision to meet the needs of students with SEND. This is achieved through:

- INSET and training for all staff delivered by a range of staff and external professionals, including weekly staff training sessions for teams across the school
- Individual staff specialisms
- The SENCO's own professional development
- Bespoke and personalised CPD opportunities for all staff
- The Autism Accreditation framework

Monitoring and evaluation of SEN

At Limpsfield Grange School we regularly monitor and evaluate the quality of provision we offer all students and this informs future developments and improvements. This may include the following aspects:

- Governor visits
- School Self Evaluation
- SIP Priorities
- Questionnaires and surveys of parents/carers and students

Limpsfield Grange's SEN provision is kept under regular review through the various termly Governor Committees and Full Governing Body Meetings.

Contact details for raising concerns

Parents are advised to address any questions, queries or concerns to your daughter's Form Tutor or relevant subject teacher in the first instance. Please copy Emma Phillips (deputy@limpsfield-grange.surrey.sch.uk) into your correspondence. If the issue remains unresolved, the next step is to make a formal complaint. Information of how to do this can be found in Complaints Procedure which is available on our website or on request from the School Office.

Students are advised to address any questions, queries or concerns to their Form Tutor, relevant subject teacher or any member of staff with whom they feel comfortable, and this is outlined as below in their school planner:

- *If you are feeling worried, sad or upset about anything at school or at home, or, if you are worried about someone else that you know, you can talk to one of these 6 staff or **ANY** other member of staff that you feel comfortable talking to.*
- *If you would prefer to write things down instead of talking, you can do this and give it to a member of staff. You can also contact staff by email, the addresses are in the front of your planner.*
- *If you have spoken to a member of staff and the problem has not been sorted out, or you have a complaint, you can contact your Independent Student Advocate, Fiona Sabey, on mrs.sabey@gmail.com.*
- *If you are unhappy with the way your problem has been dealt with you can follow the school's complaint procedure as found on our website by emailing Mrs Wild with your complaint.*
- *You can also contact the Children's Commissioner for England, Dame Rachel De Souza, on help.team@childrenscommissioner.gsi.gov.uk*

The Local Authority Local Offer

Surrey's Local Offer can be found here [Surrey Local Offer](#)

Monitoring arrangements

This policy and information report will be reviewed by the Deputy Headteacher annually. It will also be updated if any changes to the information are made during the year.

Related policies & documents

Behaviour Policy including Guidance for the promotion of respect, tolerance, socially acceptable behaviour and developing responsible citizens (formerly the Anti Bullying Policy)	Homework Policy
Child Protection and Safeguarding Policy	Missing Student Policy and Procedure
Complaints Policy	Online Safety Policy
Equality & Diversity Policy	SRE Policy
	Staff Behaviour Policy
	Student Health and Medication Administration Policy
	Teaching & Learning Statement
	WACI curriculum – LGS website

Review

The Governing Body of Limpsfield Grange School adopted this policy on:

It will be reviewed on:

Signed:

Dated: