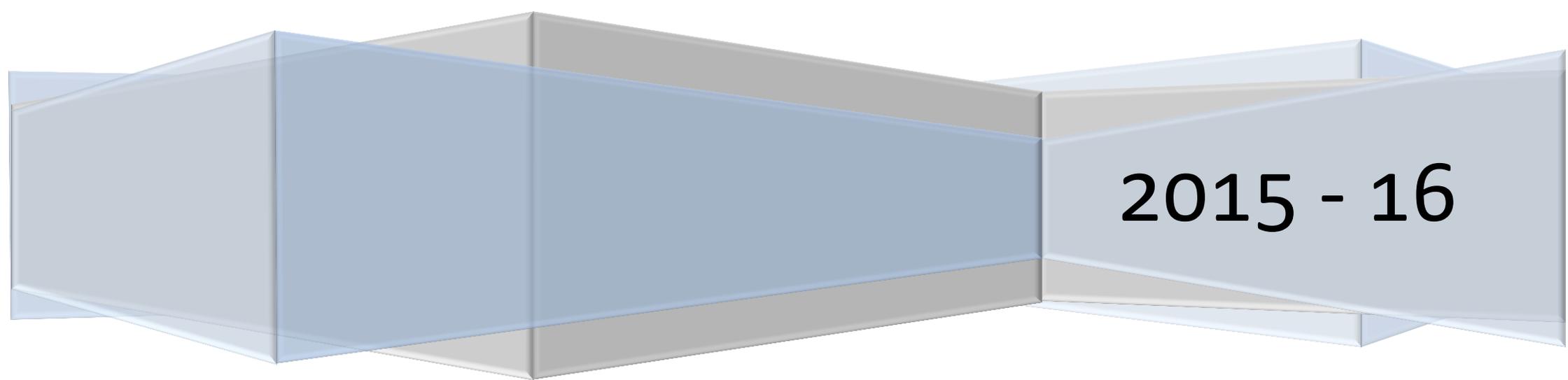


London Borough of Lambeth

LOCAL OFFER: Lambeth Virtual School

SEND Policy



2015 - 16

Lambeth Virtual School

Special Educational Needs and Disability (SEND) Information Report for Children in Care with SEND

Lambeth Virtual School is responsible for the oversight of education for all children in care to Lambeth aged 3 – 25. It is part of the Educational, Learning and Skills Division of the Council and works very closely with Social Care Colleagues, SEND departments, Admissions and Inclusion Departments in Boroughs all-round the country where our children are placed.

We do not teach children ourselves but hold the schools to account where our looked after children receive their education to ensure that their needs are being fully met and that they are being fully supported to reach their full potential in life.

All maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by their Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

All schools are required to meet the needs of children with the following SEND:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory /physical

The information below details the types of offer that should be made available in each school and the ways in which social workers, foster carers, children and young people may access the support required.

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN A SCHOOL:

As foster carers you will need to find out who are the best people to talk to in your foster child’s school about their difficulties with learning/ Special Educational Needs/Disability (SEND) and how you can contact them to discuss your concerns if you need to. Individual school websites should detail who these people are under the heading ‘Local Offer.’

Class/subject teacher (s/he is recommended as the first point of contact if you have any concerns).

S/he is responsible for:

Making sure that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your foster child’s individual needs (also known as personalisation or differentiation).

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCO as necessary.
- Writing Personal Learning Plans (PLP), also sometimes called Individual Education Plans (IEP), and sharing and reviewing these with parents and carers at least once each term and planning for the next term.
- Making sure that all members of staff working with your child in school are aware of your child’s individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Making sure that all staff working with your foster child in school are supported in delivering their planned work/programme, so that they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and/or specially planned work and resources.
- Making sure that the school’s SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Contacted by: *speaking to them at the end of a school day to arrange an appointment or telephoning the school.*

The Special Educational Needs Co-Ordinator (SENCO)

S/he is responsible for:

Coordinating all the support for children with Special Educational Needs and or Disabilities (SEND), and developing the School’s SEND Policy to make sure that all children get a consistent, high quality response to meeting their needs in

school.

- Making sure that you are:
 - Fully involved in supporting your foster child's learning
 - Kept informed about the support your foster child is receiving
 - Fully Involved in reviewing how they are progressing
 - Fully involved in planning your foster child's support.
- Liaising with all the other people who may be coming into school to help support your foster child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in your foster child's school are known and understood) and making sure that there are excellent records of your foster child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your foster child (and other pupils with SEND in the school) to achieve their full potential.
- Supporting your foster child's class teacher to write Personal Learning Plans (PLP), also sometimes called Individual Education Plans (IEP) that specify the targets set for your foster child to achieve.
- Contributing to your foster child's PEP meeting.
- Preparing an Education, Health and Care Plan where needed.
- Organising training for staff in the school so that they are aware and confident about how to meet the needs of your foster child and others within the school.

Contacted by: *asking the class teacher to arrange for them to contact you, or by telephoning the school to make an appointment.*

Learning Support Assistant (LSA) may be allocated to some pupils with SEN and or disabilities, or may be specialist in a particular type of support or intervention.

A Learning Support Assistant (LSA) may be allocated to work with a pupil with special educational needs and/or disabilities, or may provide specialist support in a particular area, for example literacy. Whilst they take a very valuable role in your foster child's education it is better to ask any questions regarding your foster child's learning and progress to the class teacher and/or SENCO. These members of staff are fully involved in any support offered and make the decisions, in conjunction with the parents/foster carers, on the type of support and interventions.

A child may receive support from a number of adults, and a conversation with the class teacher or SENCO will give you a fuller picture than may be obtained from a single supporting adult.

Schools do welcome regular dialogue between parents and foster carers and all staff on how a child's day has been and do actively encourage this continued feedback.

<p>Headteacher</p>	<p>S/he is responsible for:</p> <ul style="list-style-type: none"> • The day-to-day management of all aspects of the school, this includes the support for children with SEND. S/he delegates responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your foster child's needs are met and that they make the best possible progress. • S/he must make sure that the Governing Body is kept up to date about all issues in the school relating to SEND. <p><i>Contacted by: telephoning the school for an appointment.</i></p>
<p>SEND Governor</p>	<p>S/he is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND Policy • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • Making sure that the school's SEND funding is appropriately spent. • Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your foster child achieves his/her potential in school. <p><i>Contacted by: writing to the SEN Governor via the school office.</i></p>

B. HOW COULD YOUR FOSTER CHILD GET HELP IN THEIR SCHOOL? :

Children in school will get support that is specific to their individual needs. This may all be provided by the class teacher or may involve:

- Staff who will visit the school from the Local Authority central services such as the ASD [Autistic Spectrum Disorder] Outreach Team or Sensory Services (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service.

The different types of support that might be available for all children, children with SEN and /or disabilities at a school

Types of support provided	What this would mean for your foster child	Who can get this kind of support?
<p>Class teacher input via good/outstanding classroom teaching.</p>	<ul style="list-style-type: none"> • The teacher will have the highest possible expectations for your foster child and all pupils in their class. • All teaching is based on building on what your foster child already knows, can do and can understand. • Putting in place different ways of teaching so that your foster child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your foster child. • Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your foster child to access the learning task. This may include occasional support from a Learning Assistant to help with a particular difficulty. 	<p>All children in school receive this.</p>
<p>Where the class teacher and the school SENCO, on the basis of high quality evidence, conclude that a pupil needs the additional targeted support given by SEN Support.</p> <p>Specific <u>small group work</u>. This group may be</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Specialist groups run by outside agencies e.g Speech 	<ul style="list-style-type: none"> • Your foster child’s teacher will have carefully checked on their progress and will have decided that they have a gap in their understanding and learning and need some extra support to close the gap between themselves and their peers. • You will be immediately informed and will be a full partner in planning and reviewing additional support or interventions. • The class teacher will plan with you and the SENCO interventions to support your foster child’s learning. These interventions will have clear targets to help your foster child to make more progress. • Interventions may include <u>small group work</u> or individual sessions on a specific theme. • At this point you will be fully involved in discussions and decisions, and asked to come to a meeting to discuss your foster child’s progress and help plan possible ways forward. • Where specialist professionals work with your foster child to understand their needs and make recommendations, these may include: <ul style="list-style-type: none"> ○ Making changes to the way they are supported in class e.g some individual 	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p>

<p>and Language therapy or Occupational therapy groups</p> <ul style="list-style-type: none"> • and/or Individual support <p>This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service. 	<p>support or changing some aspects of teaching to support them better</p> <ul style="list-style-type: none"> ○ Support to set targets which will include their specific professional expertise ○ Your foster child’s involvement in a group run by school staff under the guidance of the outside professional e.g Speech and Language Support. ○ A group or individual work in school run by an outside professional. <ul style="list-style-type: none"> • You should always be involved in decisions about how the support will be used and what strategies will be put in place. • You should be provided with the contact details for any agencies or services outside the school who are, or will, work with your foster child. 	
<p>Support provided through an Education, Health and Care Plan (EHCP). This means your foster child will have been identified by the class teacher/SENCO as needing a particularly higher level of individual and small group support which cannot be provided from the resources already delegated to the school.</p>	<ul style="list-style-type: none"> • If, despite the good and outstanding class room teaching, the intervention groups and referrals to outside agencies to advise and support that the school has provided from its own resources to enable your foster child to make progress, your foster child needs further or more specialist input the school, or you, or the child’s social worker can recommend that the Local Authority makes a statutory assessment for an Education, Health and Care Plan (EHCP). This is a legal process and you can find full details about this in the Local Authority (LA) based Local Offer. • This is done in full partnership with you and your foster child. After the school have sent in the request to the Local Authority (with a lot of information about your foster child, including some from you and the child’s social worker), the LA will decide whether they think your foster child’s needs (as described in the paperwork provided), are sufficient to need a statutory assessment. 	<p>Children whose learning needs are more severe, complex and potentially lifelong</p>

<p>Usually, if your foster child requires this high level of support they may also need specialist support in school from professionals outside the school. This may be from:</p> <ul style="list-style-type: none"> Local Authority central services such as the ASD Outreach Team or Sensory Services (for students with a hearing or visual need) Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapy service, Physiotherapy and/or CAMHS 	<ul style="list-style-type: none"> If this is the case they will ask you and all professionals involved with your foster child to write a report, to which your foster child contributes, outlining their needs and how they will be met and the long and short term outcomes that are being sought. If they do not think your foster child needs this, they will ask the school to continue with the SEN Support in School and provide further support to you and the school to ensure your foster child's needs are met. After the reports have all been sent in, an EHC Plan to which you and your foster child will contribute will be prepared. It is called an Education Health and Care Plan because it brings together all of the educational health and social care needs that your foster child may have in one plan. The school must make its best endeavours to put in place the support identified in the plan. The progress your foster child makes with the support identified will be regularly reviewed and changed according to the progress they make. 	
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How schools should support your foster child with identified SEND when they start at the school.

- When your foster child has been allocated a place in school by the local authority and they have a SEND, it is always best to contact the school as soon as you receive the offer as they may not have details of the child's needs at this stage.
- Ask to visit the school with your foster child to have a look around and speak to staff and meet the key person who will work with you and your foster child while they are in the school. [The designated teacher has overall responsibility for the children in care in the school but may not actually teach your foster child directly.]
- If other professionals are involved, a team around the Child (TAC) meeting should be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your foster child starts.
- Your foster child's key person may make a home visit and also visit the child if they are attending another provision or school.
- The school may suggest adaptations to the settling in period to help your foster child to settle more easily, but these will be agreed with you at the TAC meeting

- If they have not already visited, your foster child should be invited into school - in advance of starting - to meet the staff they will be working with and their peer group.
- Following the settling in period, the class teacher will arrange an early meeting with you to review your foster child's learning and progress.
- The staff will then hold regular meetings in school to monitor the progress of your foster child and should invite you into school at least once a term to review this with you – these meetings can be combined with a PEP meeting.

How you can let the school know you are concerned about your foster child's progress in school?

- If you have any concerns speak to your foster child's class teacher initially, and at the earliest opportunity.
- If you are not happy that the concerns are being managed and feel that your child is still not making progress you should speak to the SENCO and Designated Teacher and/or Headteacher and involve the social worker and Virtual School.

How will the school let you know if they have any concerns about your foster child's learning in school?

- When a teacher or you have raised concerns about your foster child's progress, and high quality personalised teaching has not met their needs, the teacher will raise this with the SENCO. If you have raised the concern, the school will invite you in to discuss it and plan a way forward.
- The teacher will discuss your foster child's progress with you at PEP meetings and termly parents' evenings when you will be informed of their progress and any additional support being given to them.
- Schools usually have regular meetings between individual class teachers and a senior staff member in the school to ensure that all children are making good progress. This is another way your foster child may be identified as not making as much progress as expected.
- If your child is then identified as not making progress, the school will make a decision about whether to monitor this or set up an intervention group and will inform you. These groups may take place for a short period or over a longer period of time. Most children learn regularly in smaller groups in class (sometimes with learning support assistants) in order to support their progress in learning
- If your child is still not making expected progress the school will discuss with you
 - Any concerns you may have
 - Any further interventions or referrals to outside professionals to support your foster child's learning
- How you and the school can work together, to support your foster child at home/school.

Who are the other types of people who may be providing services to children with SEN in a school

A. Directly funded by the school

- Learning mentors
- Counselling
- Family Support Worker
- Additional Speech and Language Therapy input to provide a higher level of service to the school
- Additional Educational Psychology input to provide a higher level of service to the school
- Music Therapy
- 1:1 or small group teachers or tutors

B. Paid for centrally by the Local Authority but delivered in school

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).

C. Provided and paid for by the Health Service

- Occupational Therapy
- Physiotherapy
- Professional training for school staff to deliver medical interventions
- Parent Partnership Service (to support families through the SEN processes and procedures).
- School Nurse

D. Voluntary agencies

- National Autistic Society
- MENCAP

The contact details for the support services can usually be found on the school website and on the Local Authority Local Offer website- this is now statutory. The Lambeth Local Offer Web site contains full information of the services available to children, young people and their families under the Lambeth Local Offer. The types of offer in other boroughs may differ slightly.

How are the adults in a school helped to work with children with an SEND and what training do they have?

- The SENCO's job is to support the class teacher in planning for children with SEN.
- The school should have a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service, Sensory service or medical /health training to support staff in implementing care plans.
- Individual training for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified through the school's performance management process.

Training usually takes place on a regular basis. You can find out what type of training is currently taking place, or has taken place by the staff members in the school, by speaking to the Headteacher or SENCO/ Inclusion Manager.

How is the teaching adapted for your foster child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your foster child to access their learning as independently as possible.
- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your foster child where necessary.
- Specific resources and strategies will be used to support your foster child individually, and in groups and in the classroom so that they can learn most effectively, and where necessary to be included in the full life of the school. These should be included in your foster child's learning plan.
- Planning and teaching will be adapted on a daily basis if needed to meet your foster child's learning needs and increase their access to what is on offer.

How do schools measure the progress of your foster child in school? And how will you get to know about this?

- Your foster child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and a level given in reading, writing, numeracy and science as well as progress in other areas, as appropriate, such as attendance, engagement in learning and social and emotional development. [Since September 2014, individual schools have been at liberty to use their own form of levelling and no longer have to follow the National Curriculum which can be confusing when children move schools.]
- If your child is in Year 1 and above, but is not yet at the schools chosen system of levelling, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. These levels are called 'P levels'.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are more formally assessed. Children in receipt of SEND Support have an IEP (or PLP) which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults, including foster parents, social workers and/or parents, involved with your foster child's education.
- The SENCO will also check that your foster child is making good progress within any individual learning and in any group that they take part in.
- A range of ways may be used to keep you informed, which may include:
 - Home/school contact book
 - Letters/certificates sent home
 - Additional meetings as required
 - Annual Reviews
 - End of Year Reports

What support might the school have for you as the foster carer of child with an SEN/and or disabilities?

- Schools would like you to talk to your foster child's class teacher regularly so that they know what they are doing at home and can tell you about what they are doing in school. This is to ensure that both you and the school are doing similar things to support your foster child, both at home and at school and can share what is working in both places.
- The SENCO (or Head teacher) should make themselves available to meet with you to discuss your foster child's progress or any concerns/worries you may have.
- All information from outside professionals should be discussed with you by the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your foster child.

- IEP's (or PLP's) will be reviewed with your involvement each term.
- PEP's will be reviewed with your involvement each term.
- Home Learning [ie homework] can be adjusted as needed to your foster child's individual needs
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your foster child.

In addition:

- The school may hold workshops for parents of all children in the school, for example in relation to reading, phonics or maths. Here they will be happy to discuss any necessary adaptations for your foster child.
- The IEP will include ideas for how you can support your foster child at home, following discussion with you.
- The external professionals involved with your foster child will be happy to meet with you on request.
- Individual school's termly or half-termly newsletters or websites may include some ideas of ways in which you can support your foster child with learning; these are often practical ideas and can be easily adapted to suit the needs of children with special educational needs and/or disabilities.
- Schools are usually happy to consider any ideas in order to support your child.

If your child is undergoing statutory assessment for an EHC Plan you will also be supported by the Children's Services SEN Team in your local authority. They will ensure that you fully understand the process.

You may want to know how your foster child's school has made their building physically accessible to children with SEND.

- Is the school accessible to children with physical disability via ramps and lift[s] ?
- Are classrooms adapted to ensure they are accessible for children with disabilities?
- Does the school have a sensory room?
- Is the equipment used accessible to all children regardless of their needs?
- Does the school have staff trained to suit children with a range of needs?
- Do the specialised provisions provide space for the identified needs for children with difficulties e.g. workstations for children with ASD?
- Are the staff working in the specialised provisions highly trained in their specific areas?
- If you have any specific concerns do make contact with the SENCO.

How may your foster child be supported when they are leaving their school? OR when moving on to another class?

It is recognised that 'moving on' is already very difficult for a child in care but can be even more so for a child with SEND so it is important that you work with the school and the social worker to ensure that any transition is as smooth as it is possible to be.

- If your foster child is moving to another school:
 - It will be important to talk with your foster child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible.
 - The current school should contact the new school's SENCO and ensure that s/he knows about any special arrangements or support that needs to be made for your foster child.
 - Where possible it is important to arrange a visit to the new school in advance of the move and schools will usually accommodate this.
 - Schools must make sure that all records about your foster child are passed on as soon as possible.
- When moving classes in school:
 - Ask to meet with the new teacher before the move takes place.
 - Information should be passed on to the new class teacher in advance and a planning meeting should take place with the new teacher. All IEP (PLP's) should be shared with the new teacher and you should be invited to the planning meeting.
 - If your foster child would be helped by a book to support them understand 'moving on' then ask the school to make one for them.
- In Year 6
 - The SENCO may attend the Primary Transition Day to discuss the specific needs of your foster child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate.
 - Your foster child should be assisted to develop their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
 - Where possible your foster child should visit their new school on several occasions and wherever possible staff from the new school should visit your child in their present school.

GLOSSARY OF TERMS

ASD	Autistic Spectrum Disorder
CAMHS	Child & Adolescent Mental Health Service
EHC plan	Education, Health, Care Plan
EP	Educational Psychologist
IEP	Individual Education Plan
ILP	Individual Learning Plan
PEP	Personal Education Plan
LSA	Learning Support Assistant
PLP	Personal Learning Plan
S	Statement stage of the SEN Code of Practice
SA/SA+	School Action stage of the SEN Code of Practice
SA+	School Action Plus stage of the SEN Code of Practice
SALT	Speech and Language Therapist
SEN	Special Educational Needs
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and or disabilities
TAC	Team around the child