

Laleham Gap School – LGS30 Special Educational Needs and Disability Policy

Kent County Council

Education Learning and Skills Directorate



Date: March 2016
Next Review: March 2018
Owner: SEN Co-ordinator

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Security Protective Marking

Not protectively marked

1. Summary of Change

The following changes have been made to this policy:

- SEND Changes
- Secondary additional support
- Advice by school-based therapists
- Sounds Write programme
- English personalised approach
- Secondary pupil wellbeing meeting
- Learning Support Unit
- Provision map
- Referral of concerns to Designated Safeguarding Lead
- Target-setting for each pupil
- Residential provision
- Evaluation of effectiveness of provision
- Both schools now located on one site
- Referral to Project Salus
- SEND Co-ordinator information
- Staff expertise
- Parent consultation and reporting
- Transition programmes: SENCo liaison with significant colleagues

2.

Introduction

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEN Code of Practice 2014
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

2.1 MISSION STATEMENT AND AIMS

The Governors and staff at Laleham Gap School have developed the following mission statement and shared aims:

'To enable pupils with special needs achieve their full academic and social potential'

2.2 AIMS OF THE SCHOOL

At Laleham Gap we aim:

- To give each child the best possible educational advantage across the curriculum, in order that he or she reaches their full academic potential
- to maintain a warm, welcoming and open ethos in which each child can be happy, secure, valued and fulfilled, and wherein the individuality of each child is recognized and nurtured
- To enable pupils to reach a stage of safe, healthy educational, personal, social, economic and spiritual development so that they can succeed after leaving Laleham Gap
- To deliver high standards of education for all children and a consistently inclusive approach to meeting pupils' special educational needs
- To encourage and teach pupils to express their views and opinions, and play a part in contributing to the processes of their own development and education
- To provide a framework of support for multi-agency provision in order to promote full participation and learning
- to monitor regularly to ensure that all children's needs are being met, and the school meets the critical success factors outlined in the Code of Practice and Every Child Matters
- to work closely with parents/carers to ensure their child benefits from shared aims and goals
- to be a Centre of Expertise that supports staff, parents and carers so that they may better understand the needs of the pupils and the best ways to support and help their social and educational development

This policy should be read in conjunction with the following school policies

- LGS 10 Pastoral care
- LGS 15 Safeguarding
- LGS 19 Accessibility
- LGS 21 Teaching & Learning
- LGS 31 Assessment, recording
- LGS 38 Monitoring & evaluation
- LGS 40 Curriculum
- LGS 44 Discipline and Behaviour

This policy was developed in consultation with parents, representatives from the governing body and teaching staff and will be reviewed annually.

Review of existing policy and first draft written:

Nov 2014

Discussion with SMT:

Dec 2014

Staff consultation:

Dec-Jan 2014

Parent consultation on:

On website from Dec 2014

Governor consultation on:

Jan 2015

Meeting with SEN Governor:

Nov 2014

Adopted by Governing Body on:

24th February 2015

To be implemented from:

18th March 2015

Review date:

March 2016

2.3 DEFINITION OF SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
 - (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- SEN Code of Practice (2014, p 4)*

2.4 DEFINITION OF DISABILITY

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is “...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2014, p5)*

3. The kinds of Special Educational Need for which provision is made at Laleham Gap School

As Laleham Gap is a special school maintained by the LA, it offers special educational provision, “namely provision different from or additional to that normally available to pupils of the same age”.

The school currently meets the needs of pupils with a Statement of Special Educational Need or Education, Health and Care Plan with higher functioning severe communication & interaction needs.

The pupils may have a formal diagnosis of Autistic Spectrum Disorder (Autism, Asperger Syndrome, Oppositional Defiance Disorder, Social Communication Disorder or Semantic Pragmatic Language Disorder.) These pupils may have a secondary diagnosis of DCD/ADD/ADHD and additional learning needs in the form of dyslexia or dyscalculia. The pupil will have a physical difficulty within the central nervous system that interrupts the normal processes of communication OR A specific language impairment (specific speech and/or language disorder) as opposed to a language delay. The child/young person will have long-term severe speech and language difficulties that cause substantial and extensive barriers to learning.

Decisions on the admission of pupils with a Statement of Special Educational Need or Education, Health and Care Plan are made by the Local Authority.

A full description of the admission criteria for our pupils can be found on our website.

4. Information about the policy for identification and assessment of pupils with SEN

All pupils/students have a statement of special educational needs or, from September 2014, an Education Health and Care Plan (EHCP). From September 2014 existing statements will be transferred to EHC Plans with the following schedule:

- Year 2014-15: Pupils currently in years R, 5, 7 and 11
- Year 2015-16: Pupils currently in years 1, 2, 4, 8 and 10
- Year 2016-17: Pupils currently in years 3, 6 and 9

At Laleham Gap School we monitor the progress of all pupils three times a year to review their academic progress.

We also use a range of assessments with all the pupils at various points:

PRIMARY

- Development Matters (with initial teacher assessments after the first 6 weeks)
- Well-being screen for new pupils
- Social communication assessments (on-going)
- Y1 phonics screening
- Diagnostic testing based on Letters and Sounds
- Phonic Programme
- Neale Analysis of Reading Ability (individual reading accuracy and comprehension for each pupil in KS2 prior to Annual review)
- LGS tracking system (on-going): English, Maths, Science, Computing and foundation subjects
- KS1 SATs in Yr 2- Reading/Writing/Maths
- KS2 SATs in Yr 6- Reading/SPAG/Maths

SECONDARY

- Annual Testing (WRAT 4: Reading and spelling, HGRT/ERT Reading comprehension, Writing speed and accuracy-15' unaided writing)
- Diagnostic Testing based on Sounds-Write Programme
- NC Tracking/Use of Pupil APP/Assessment for learning (on-going)
- Pupils are entered for a range of GCSE, BTEC or Entry-level exams at the end of KS4.

Where progress is not sufficient, we put in place additional support to enable the pupil to make expected levels of progress. Examples of extra support are:

- Small group or 1:1 teaching for literacy
- Extra provision for G&T sessions (primary)
- Maths sessions based on gap analysis
- Lunchtime 'tutorials' for Science or English homework (secondary)

Additional (proactive) interventions are used in all key stages to support behaviour and emotional wellbeing in order to reduce the barriers to learning. Some pupils will have a Behaviour Support Plan and/or Risk Assessment.

5. Information about the school's policies for making provision for pupils with Special Educational Needs

5.1 EDUCATIONAL

There is a single form entry from Reception to Year 6, increasing to a three form entry from Year 7, with pupils grouped by age and/or strengths. There is a flexible approach to the setting of class groups in the primary sector giving consideration to age, ability and social mix.

At secondary, in core areas of the curriculum and most practical lessons, classroom work is supported by a trained team of learning support assistants to ensure a high degree of personal attention for each child. In addition, a designated learning support assistant is assigned to each Year 7-8 class to support them within class and to supervise movements from class to class throughout the day. Advice is also provided by school-based therapists, for example; Speech and Language provide a cycle of Whole School training for teachers and support staff. A small number of pupils receive more intensive support and are open to 'direct therapy'.

At primary, all six classes in years R-6 are taught by a class teacher and supported by two learning support assistants. Speech and Language and/or Occupational Therapy advice is available for pupils with needs identified in these areas.

Some pupils may receive extra literacy support tailored to their needs. The primary school bases its literacy support on 'Letters and Sounds' either on a 1:1 or small group basis, overseen by a qualified and experienced LSA. Mathematics support is based on 'closing the gaps' using as many practical resources as possible.

The Sounds-Write programme is used by English teachers and TAs as part of daily practice or intervention as required. 'Accelerated-Accelerate' has also been introduced as part of 1:1 Literacy Intervention, in addition to Precision Teaching across KS3 and 4.

All English classes provide a personalised approach to spelling in addition to the Accelerated Reading and STAR Reading Programme.

A small number of pupils have additional 'catch -up' time in Maths or extra work at home in order to reinforce learning.

Some pupils require individual Behaviour Support Plans detailing management strategies, triggers, phased interventions, rewards and consequences.

On the secondary site there is a weekly Pupil Wellbeing Meeting attended by the following; Pastoral Staff, School Nurse, Speech and Language Therapist and Head of Care. Additional information is passed appropriately to secondary staff on a daily basis in staff briefing. Primary staff discuss pupil wellbeing daily in briefing and in more detail, in a planned weekly meeting.

An additional provision, 'The Learning Support Unit', is available for pupils requiring specific short and long term interventions in both Primary and Secondary phases.

The SENCo prepares a Provision Map for every pupil, detailing the range of activities and support for each year. Personalised learning programmes are written for pupils requiring part time or integration programmes.

Subject teachers, trained in the whole range of special needs of Laleham Gap's pupils, deliver the full National Curriculum, appropriately differentiated to ensure high standards of learning.

Subject leaders are responsible for ensuring that the programmes of study, and schemes of work are in place in all areas of the curriculum. These are differentiated by class teachers to match individual needs and interests.

There is recognition that all teachers are responsible for developing the literacy skills of each pupil, with advice from English subject leaders.

There is a planned programme of supported homework sessions during the week for pupils at Key Stage 4. Pupils in key stage 1, 2 and 3 are encouraged to practice reading skills and further research topics.

In the secondary sector, a form tutor, together with a TA, is assigned to each class, to support and monitor the day-to-day well-being of each pupil. Concerns about pupils are referred to the Designated Safeguarding Lead. At both primary and secondary level all members of staff have responsibility for reporting safeguarding concerns to the members of staff who are the school Designated safeguarding Officers.

Pupils in Year 10 & 11 have a named adult mentor.

Pupils are encouraged to work to the best of their ability, and regularly profile their work in discussion with subject teachers.

All pupils from YR – 11 participate in an award scheme in order to promote positive behaviour and increase motivation.

Class teachers in the primary phase and departments in the secondary phase, set targets for each pupil, to promote learning and progress. Annual targets for the year ahead are recorded in the pupil's report, copies of which are sent to parents and the Local Authority.

The range and levels of support necessary for each pupil is clarified and reviewed regularly through the use of Provision Mapping or Provision planning (new EHCPs).

5.2 RESIDENTIAL

'Phoenix' is Laleham Gap School's residential boarding provision, which is located on the school site. The provision has two floors, which currently accommodates nine pupils.

The provision has its own well qualified and experienced Care staff. Each residential child has his/her own Keyworker and Placement Plan. There is a Sick Bay with a qualified School Nurse to attend to the health of each pupil.

6. How the school evaluates the effectiveness of its provision for such pupils

Reviews of SEN support are informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers, which will show whether adequate progress is being made. This is discussed or evaluated in more detail during Mid-term Review Meetings, Parents' evenings or at Annual Review Meetings.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline

- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

6.1 THE ANNUAL REVIEW PROCEDURE

A date is set at the beginning of the school year for the Annual Reviews or Education Health and Care Plan Transfer Reviews to be held. The LA is informed as each year group is due for review with an open invitation to attend all review meetings.

The reviews are generally held as follows:

- Term 2: Year 11
- Term 3: Year 5, 6 and 10
- Term 4: Year 4 and 8
- Term 5: Year 9, 3 and 2
- Term 6: Year 7, 1 and R

6.2 INFORMING PARENTS AND OTHER PROFESSIONALS

Before the set date for the annual review a letter is sent out (minimum of two weeks' notice) to invite parents and any professionals involved with the pupil to the meeting. Follow up phone calls are made where appropriate.

GATHERING INFORMATION

The following information is collated for the review:

- the latest school report;
- recent Assessment Summary;
- record of attendance;
- speech and language report if the pupil receives SLT;
- occupational therapy report if needed;
- medical reports;
- other relevant reports or information.

ATTENDANCE AT THE REVIEW

Parents, carers and all professionals who are currently involved with the pupil receive an invitation to attend the review. If professionals cannot attend they will be invited to submit a written report in advance of the review.

If the parents cannot attend the review on the date or time offered every attempt will be made to agree a mutually convenient time and date. In exceptional circumstances, if parents are unable to attend then issues that need to be raised will be discussed on the telephone. Every effort will be made to enable parents to attend the annual review.

7. The school's arrangements for assessing and reviewing the progress of pupils with Special Educational Needs

Every pupil in the school has their progress tracked three times per year. There are additional assessments of reading age, spelling age etc.

The assessments we use at Laleham Gap School are:

- WRAT 4: Reading, spelling and numeracy (years 7 to 11)
- Hodder Group Reading Test (HGRT): Reading comprehension (years 7 and 8)
- Edinburgh Reading Test 4 (ERT 4): Reading comprehension (years 9 and 11)
- Timed unaided writing task (15 minutes): Writing speed and accuracy (years 7 to 11)

Primary assessments:

- Neale Analysis of Reading Ability (primary pupils)
- Development matters reviews
- Year 1 Phonics Assessment
- KS1 SATs
- Optional SATs (years 3-5)
- KS2 SATs Year 6
- Termly unaided writing tasks
- Termly maths assessment

If these assessments do not show adequate progress is being made further support or additional interventions will be identified through termly pupil progress meetings.

Using these it will be possible to see if pupils are increasing their level of skills in key areas. Recognition of success for all pupils is integral to the life of the school.

8. The school's approach to teaching pupils with Special Educational Needs

Staff set suitable learning challenges and overcome barriers to learning by carefully adjusting teaching style, pupil groupings, resources and materials to suit the needs of each pupil.

Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. SEN Code of Practice (2014, 6.37)

Advice, additional support and continuing professional development is sought from various agencies including SALT, OT and Educational Psychology.

In Laleham Gap School the quality of teaching is judged to be at least good with 30% of lessons judged as outstanding.

We follow the Mainstream Core Standards (www.kelsi.org.ok) advice developed by Kent County Council to ensure that our teaching conforms to best practice.

8.1 HOW THE SCHOOL ADAPTS THE CURRICULUM AND LEARNING ENVIRONMENT FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

At Laleham Gap School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and

external, and the strategies described in Statements of Special Educational Needs / Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have recently made the following improvements as part of the school's accessibility planning: up to date training in matters relating to SEND and the Curriculum is available to all staff. The Primary and Secondary phases are now located together, as one school, on a new site. The new build became active as from January 2016.

8.2 ADDITIONAL SUPPORT FOR LEARNING THAT IS AVAILABLE TO PUPILS WITH SPECIAL EDUCATIONAL NEEDS

As a specialist provision we receive a delegated budget. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring extra support. The amount of support required for each pupil to make good progress will be different in each case and a list of the interventions offered is on our provision map.

8.3 HOW THE SCHOOL ENABLES PUPILS WITH SPECIAL EDUCATIONAL NEEDS TO ENGAGE IN ACTIVITIES OF THE SCHOOL (INCLUDING PHYSICAL ACTIVITIES) TOGETHER WITH CHILDREN WHO DO NOT HAVE SPECIAL EDUCATIONAL NEEDS

All clubs, trips and activities offered to pupils at Laleham Gap School are available to pupils with special educational needs either with a Statement of Special Educational Needs or Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

8.4 SUPPORT THAT IS AVAILABLE FOR IMPROVING THE EMOTIONAL AND SOCIAL DEVELOPMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

At Laleham Gap School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance in lessons such as Learning to Learn, PHSCE or tutor time and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following e.g. mentoring time with a member of staff, time-out space for pupils to use when anxious or agitated, internal referral to Project Salus, external referral to CAMHs or 'Notification' to the Kent Family Support Framework. Site staff with specific roles linked to in the pastoral care of pupils meet each week after school and in addition, 'pupil concerns' is an agenda item at the weekly PDM (staff meeting); a decision to seek external advice is often an outcome of these meetings.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

8.5 THE SEND CO-ORDINATOR

The SENCO at Laleham Gap School is a qualified teacher and holds the National Award for SEND Co-ordination.

8.6 INFORMATION ABOUT THE EXPERTISE AND TRAINING OF STAFF IN RELATION TO CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND HOW SPECIALIST EXPERTISE WILL BE SECURED

All teachers and teaching assistants have access to an ongoing programme that promotes the teaching of pupils with autism spectrum conditions, speech language and communication difficulties, developmental co-ordination disorder, sensory integration difficulties, safeguarding and use of PROACT SCIPr UK (Introductory Course followed by Annual Refresher Courses).

In addition some members of staff have undergone a range of enhanced and specialist training (this will vary according to length of service) as individuals or through group sessions organised in school and through our outreach training programme.

There is an appointed and qualified member of staff responsible for exam access arrangements in Key Stage 4 (Certificate in Competence Educational Testing AAC).

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are: Educational Psychologist, Speech and Language therapists, Occupational therapists, Specialist Teaching Service and other health specialists.

9. Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities, which the school does not have, we will purchase it using the notional SEND funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

9.1 THE ARRANGEMENTS FOR CONSULTING PARENTS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS ABOUT, AND INVOLVING THEM IN, THEIR EDUCATION

All parents of pupils at Laleham Gap School are invited to discuss the progress of their children.

For Year R to Year 6, meetings take place three times during the course of the year and currently for secondary, an annual review meeting, two mid-term reviews for pupils with EHCPs and one parents evening ensures regular communication and discussion regards the academic progress of pupils.

Parents receive a report three times a year (seasonally) which corresponds to the assessment cycle and data collection. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary. All such provision will be recorded, tracked and evaluated via a Provision Map. Parents will be invited to contribute to assessment, planning and review as all pupils have a statement of SEN / Education, Health and Care Plan.

9.2 THE ARRANGEMENTS FOR CONSULTING YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS ABOUT, AND INVOLVING THEM IN, THEIR EDUCATION

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and

involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years, for example, secondary age pupils are invited to attend their annual review meetings. Raising pupils' confidence and self-esteem, and the role of positive feedback and praise, is central to the school's policy for successful learning.

9.3 THE ARRANGEMENTS MADE BY THE GOVERNING BODY RELATING TO THE TREATMENT OF COMPLAINTS FROM PARENTS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS CONCERNING THE PROVISION MADE AT THE SCHOOL

The normal arrangements for the treatment of complaints at Laleham Gap School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the Head Teacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN/EHCP where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints that fall within this category cannot be investigated by the school.

9.4 HOW THE GOVERNING BODY INVOLVES OTHER BODIES, INCLUDING HEALTH AND SOCIAL SERVICES BODIES, LOCAL AUTHORITY SUPPORT SERVICES AND VOLUNTARY ORGANISATIONS, IN MEETING THE NEEDS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND IN SUPPORTING THE FAMILIES OF SUCH PUPILS

The governing body have engaged with the following bodies:

- free membership of LIFT for access to specialist teaching and learning service
- collaboration with other local schools in GELA (Great Expectations Learning Alliance)
- a Service Level Agreement with Educational Psychology service
- link to Disabled Children's Service for support to families for some pupils with high needs
- access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc.
- membership of professional networks for SENCO e.g. NAS, SENCO forum, NASEN
- informing parents of the Independent Support Service

9.5 THE CONTACT DETAILS OF SUPPORT SERVICES FOR THE PARENTS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS, INCLUDING THOSE FOR ARRANGEMENTS MADE IN ACCORDANCE WITH CLAUSE 32 (PARENT PARTNERSHIP SERVICES)

Information, Advice and Support Kent (IASK), formerly Kent Parent Partnership Service, provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-25) with the addition of legal information about health and social care as it relates to SEND. They empower

parents to play an active and informed role in their child's education. They can be contacted on:

HELPLINE: 03000 41 3000
Office: 03000 412 412
E-mail: iask@kent.gov.uk
Website: www.kent.gov.uk/iask

IASK are also working with Independent Support Kent who are funded for a time limited period (up to March 2016) to provide additional support during implementation of changes brought about by the reforms (contact 0300 011 0151 or email: info@iskent.org).

9.6 THE SCHOOL'S ARRANGEMENTS FOR SUPPORTING PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN TRANSFERRING BETWEEN PHASES OF EDUCATION OR IN PREPARING FOR ADULTHOOD AND INDEPENDENT LIVING

At Laleham Gap School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. New pupils entering the primary school will be visited in their current placement or home and are likely to have individual transition programmes, for example, requiring a shorter day before attending full-time. The SENCo, in liaison with significant colleagues, produces a profile of each secondary pupil, summarising background information, for each member of staff to build on previous learning and experience. The primary class teachers in conjunction with the therapy departments produce initial targets for each new pupil.

All pupils entering the secondary school in Year 7 follow an induction programme:

- Staff visit primary schools where possible;
- Pupils and parents attend an initial informal meeting in small groups;
- Pupils visit for a 'taster' morning (with additional visits arranged as necessary);
- Parents, pupils, family and friends are invited to an open day/sports afternoon;
- Parents of new pupils to year 7 are invited to an induction evening at the end of Term 1.

As Laleham Gap School does not include a 6th Form provision we also support pupils in making choices and by providing information for the next setting. A 'Moving on' plan is in place to support the transition to post-16 education or training:

- Year 9: Pupils prepare for their Transitional planning meetings during 'Learning to Learn' lessons and produce a power point presentation to 'open' each meeting. School have also been supported by the Empowering Families Project. Options are discussed individually with pupils and parents and are finalised in Term 6.
- Year 10: Pupils begin new courses, attend their review meetings and are encouraged to visit local college or 6th form open days. An evening meeting attended by college representatives is also arranged for parents and pupils during Term 6.
- Year 11: Pupils take part in work experience for one week during Term 1. This is followed by a visit to a local college. College staff attend the Year 11 parents evening in November and are invited to join parents and pupils in the Education, Health and Care Plan transfer reviews. Pupils are supported in preparing personal statements and are introduced to the website 'kentchoices4u.com' during PHSCE. Each pupil has a careers interview in order to access informed and impartial advice to which parents are

also invited. School staff work with the local authority in passing on information to each pupil's onward destination.

10. Information on where the Local Authority's local offer is published

The local authority's local offer is published on www.kent.gov.uk/education-and-children/special-educational-needs Parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Laleham Gap School