



# THE LADY BYRON SCHOOL

THE CEDARS - 11 HIGH STREET, FLECKNEY, LEICESTERSHIRE, LE8 8AJ.

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## SEN Policy

The Lady Byron School



# THE LADY BYRON SCHOOL

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<b>Approved by:</b>	Caroline England	<b>Date:</b> June 2024
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## 1. Introduction

1.1 The policy is created in line with the requirements set out in part 3 of the Children and Families Act (2014) and associated regulations. The policy is fully compliant with the Special Educational Needs (SEN) code of practice: for 0-25 (June 2014).

1.2 Young people identified as having Special Educational Needs (SEN) have the same common needs and the same rights as other students at the same stage of development. All young people have an entitlement to an appropriate curriculum. It naturally follows that they are also entitled to teaching and learning strategies that maximise the achievement and prevent failure by removing barriers to learning which provide a wide range of learning challenges.

1.3 What is good for special needs is good for everyone.

1.4 The Lady Byron School is a day school catering for the needs of children aged 10-16. The Lady Byron School is a specialist school for pupils with Autism Spectrum Disorder (ASD / Autism). Our pupils may also have a number of additional needs and may also have Social Emotional and Mental Health (SEMH), difficulties and Specific Learning Difficulties (SpLD) .

1.5 Our school offers full time educational provision for students who have experienced difficulties in their schooling and who may previously have missed significant periods of learning through mental health challenges, school based phobias and refusal.

1.6 There are many and varied reasons why mainstream schooling has not worked for our students. Below is a list of some of the reasons why this may have occurred. This is by no means an exhaustive list. Students may have:

- A history of school refusal or non-attendance usually for a complex combination of reasons, some at home and some in previous school experiences.
- Depression and related problems which, in the extreme, can lead to self-harming and suicide attempts.
- Severe social difficulties as a result of discrimination and bullying.
- Emotional vulnerability.
- Problems of communication and behaviour, the result of underlying receptive and expressive language difficulties.
- Diagnosed physical or mental health conditions which affect mood, concentration and ritualised behaviour.
- Developmental disorders which impact upon concentration and attention.
- Phobias associated with school or more generalized.
- Difficulties forming relationships and interacting socially.
- A negative experience of education which has left them retreating “into a shell” and unable to verbalise their problems.
- Social, emotional and mental health difficulties.



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1.7 There are currently up to 25 students in the school. All students attending The Lady Byron School will have an Education, Health Care plan (EHCP) with a diagnosis of Autism. Most pupils have attended mainstream schools prior to their admission to The Lady Byron School possibly within a specialist unit.

## 2. Our Vision for Special Educational Needs

It is our aim that every student:

- Is fully included in school life, regardless of special educational needs, disabilities or any other factor that may affect their ability to feel fully integrated into the school.
- Is a successful learner at a pace appropriate to their abilities and development.
- Has their strengths recognised and valued and their areas for improvement supported, whether they are social, behavioural physical, medical, emotional or academic.
- Will be supported by staff, parents and outside agencies to promote individual and group success and achievement.

## 3. Definition of Special Educational Needs

3.1 The terms SEN and SEND and often used interchangeably and stand for Special Educational Needs and Disability.

3.2 "A pupil has SEN where their learning difficulty calls for special educational provision, that is provision that is different from or additional to that normally available to pupils of the same age." The New Code of Practice - SEND 0-25.

3.3 This means providing help that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

3.4 Students will have needs or requirements which will fall into at least one of these areas.

3.5 Many students will have interrelated needs.

- Communication and Interaction
- Behaviour, emotional or social development
- Cognition and Learning
- Sensory or physical

## 4. Our Principles of Inclusion

4.1 Inclusion is about engendering a sense of community and belonging. We will achieve this by creating:

- An inclusive ethos
- A broad and balanced curriculum for all students



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- Systems for early identification of barriers to learning and Participation.
- High expectations and suitable targets for students including the setting of suitable learning challenges.
- Systems for responding to students' diverse needs
- Subject teaching that is flexible thus recognising the needs of all students as individuals and ensuring progression, relevance and differentiation.
- Curriculum content and the speed of lesson presentation will reflect the needs of student

4.2 The school will seek appropriate support as necessary to ensure that individual needs are met. Some or all of the following information will be used to assess students with SEN to discover their barriers to learning and plan suitable provision:

- Comments from students and parents
- Student interview or self-assessments
- Evidence from teacher assessment and observation
- Performance against level descriptions within the national curriculum (NC) at the end of a key stage.
- Progress against National Literacy and Numeracy strategies objectives where appropriate
- Standardised screening and assessment tools
- Observation by SEN link or Educational psychologist
- Standard assessments
- Curriculum area tests
- Sensory diet
- EHCP's

4.3 Teachers should set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.

4.4 "At the heart of the work of any secondary school is a continuous cycle of planning, teaching, and assessing - which considers the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress with these arrangements. Those children whose overall attainments or attainments in specific areas fall significantly outside the expected range may have Special Educational Needs" (New Code 2014)

## 5. Roles and Responsibilities

The SENCO: Melanie Kinsella

- Work with the Headteacher and Senior Leadership Team 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 pupils with SEN, including those who have EHC plans



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- Provide professional guidance to colleagues and work with staff, parents/carers and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources (including Pupil Premium) to meet pupils' needs effectively
- Be one of the points of contact for external agencies, especially the local authority and its support services
- Work with the Headteacher and Proprietor to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Monitor and analyse data to inform the planning of interventions, including the use of baseline data and formative assessment.
- Set up appropriate intervention, individual or small group, using highly structured multisensory programs for reading/spelling/writing, including Government initiatives if appropriate and ICT software.
- Quality assurance processes in schools to ensure needs of pupils with SEND are being met
- Chair EHCP reviews at admission and annually, working in partnership with the team around the child.
- With support from an independent and in house Careers Advisor, develop a career plan for each pupil from Year 8 to include plans for transition into their next phase of education. We engage with Post 16 mainstream school or college, special independent providers including those offering training or apprenticeship routes which reflect the pupils aspirations and preferred learning styles. As a school, we provide support at open days, interviews and transition to ensure all information is shared regarding the pupils' strengths and needs in order for their needs to be met.
- Working in partnership with the therapeutic team to ensure pupils therapeutic, sensory and communication needs are assessed and catered for.
- Working in partnership with parents and carers to remove barriers to learning for the pupils and their families
- Swift referral to external agencies and partnership working to meet the young person's needs
- Keep up to date with relevant national and local legislation relating to the provision of SEN

## **The Headteacher: Alison Siddons**

The Headteacher will:

- Work with the SENCO and the proprietor determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability



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Tutors and Practitioners are responsible for:

- The progress and development of every pupil in their class
- Differentiation of work and targets for all pupils
- Planning with clear differentiation for all pupils and their needs
- Utilising their pupils EHCP, assessments and reports from outside agencies to inform their planning and differentiation.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to the provision
- The monitoring and completing of IEP targets for pupils in their class
- The completion and monitoring of baseline, formative and summative assessments for all pupils in their class
- Ensuring they follow this SEN policy and relevant statutory guidance to ensure they are being SEN compliant
- Have an understanding of pupils in their groups and the groups they teach and their difficulties, including dyslexic tendencies and Executive functioning difficulties
- Have a 'help station' of resources available for all pupils to use with items to support the above difficulties and communication difficulties
- Attend and engage with training on Dyslexia friendly classrooms and sensory environment considerations and implement appropriate strategies in the classroom
- Have an awareness of pupil self-esteem and underlying difficulties when asking pupils to complete tasks they may find difficult
- Staff to set alternative tasks and provide differentiation to minimise these difficulties in the classroom and develop pupils independent working skills
- Undertake or monitor the delivery by TA interventions as given to specific pupils

## 6. Expected progress

6.1 The majority of students will make expected progress in our setting. Expected progress is progress which:

- Closes the attainment gap between students and peers
- Prevents the attainment gap getting wider
- Is similar to that of peers but less than the majority
- Matches or better's previous rates of progress
- Ensures access to the whole curriculum
- Demonstrates an improvement in social development or behaviour



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6.2 The Lady Byron School monitors the standard of attainment and achievement of individual students through:

- Evidence from Teacher observation and marking of work and Homework if appropriate
- Assessment records of Reading Age
- KS2 results
- Internal assessment tasks and exams
- Data collections (collected and shared at least 3 times a year)
- Regular reviews of Progress data
- AET progress
- Information gathered for Annual Reviews
- End of year teacher assessment

## 7. Identifying pupils with SEN and assessing their needs

All pupils join the school already with an Educational, Health and Care Plan (EHCP).

An EHC plan is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life. These plans are consulted and amended according to statutory guidance. I

Upon admission or when a pupil's plan changes, the SEND team compile or update a pupil profile, for the ease of reference for staff. This profile includes outcomes and provisions of the EHCP or pupil plan and strategies recommended for the pupil, as well as details of any additional needs the pupil may have.

We will assess each pupil's current skills and levels of attainment at regular points in the year which will build on previous settings and Key Stages, where appropriate. We use testing, observation and teacher assessment of work to assess this. All staff will make regular assessments of progress for pupils and identify those who are making less than expected progress. This may include progress in areas other than attainment, for example, social needs.

Not all pupils with SEN will necessarily be making slower progress than their peers in a mainstream setting. When deciding whether additional provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/ carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.





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## 8. Consulting and involving pupils and parents

An early discussion is had with the pupil and their parents/ carers upon admission. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty • We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Throughout a pupil's time at LBS, all pupils will have an annual review every year, which parents/ carers are invited to. The annual review is the statutory process of looking at the needs and provision specified in an EHC Plan, and deciding whether these need to change. The first review of the EHC plan must be held within 12 months of the EHC plan being finalised. Subsequent reviews must be held within 12 months of the previous review Pupils views are also sought with regards to the reviews, and report in the child's words is submitted as part of the review, and if the pupil is felt to be mature enough and have the capacity, they will attend the review themselves also.

An annual review will for all pupils:

- Update and review a pupils EHCP, targets and outcomes
- Discuss pupil progress, their achievements and any next steps to support them to achieve
- Prepare the pupil for their next steps in their education journey In particular, for pupils in the care of the Local Authority
- If appropriate, may also include a Personal Education Plan (PEP) review or update. PEP is a record of how professionals around a child looked after by the local authority will support their educational outcomes and achievement.
- Another review which pupils in care are required to have is A looked-after child (LAC) review (sometimes called a Child in Care (CIC) review) is a regular meeting that brings together those people who are closely concerned with the care of a child. It is an opportunity to: review a child's care plan – the document which sets out how a child will be cared for while they are looked after, and discuss their progress It is worth noting that if all of these reviews cannot be carried out on one date, there will be multiple meetings. Meeting usually take place in school but can be at another location such as a pupil's home or Local Authority offices.

## 9. Assessing and reviewing pupils' progress towards outcomes

We bench mark all our new pupils on arrival and ensure we target missed opportunities to help enable them to access the learning opportunities within the classroom.



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We have a dedicated team that provide targeted interventions as well as qualified support staff within each classroom to embed fundamental strategies to encourage pupil's progression. All pupils have an ILP (Individual Learning Plan) which uses SMART (Specific, Measurable, Achievable, Realistic and Timely) targets linked to the pupil's EHCP or pupil plan outcomes. ILPs are reviewed by classroom staff regularly and are monitored by the SEND team.

Staff also continuously monitor individual progression throughout the academic year. At a pupil's review meeting, progress towards their outcomes is discussed and reports from those who work with the child are shared. Outcomes are then amended according to pupil's progress towards them. These amendments are then applied to the EHCP document. A

s a specialist school, we use an adapted cycle of assess, plan do review to monitor and plan provision for pupils. With regards to intervention, these are planned by the SENCO and are based on pupil needs at the time. Interventions usually follow a fixed time period of half a term, when they are reviewed with the class teacher. If pupils need a change in intervention provision this will then be applied. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents and carers
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches.

## 10. Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We will also provide:

- Opportunity to attend open days and visits to a new setting with school staff ●  
Careers guidance and advice from specially trained staff.
- Opportunities for work experience
- Preparation from specialist staff for interviews that they may have to attend
- Guidance and support with careers and further education from an early stage in school



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- If pupils move to another setting from LBS prior to Year 11, information will be shared with their new setting, as agreed with parents/carers and the pupil to support them to succeed in their next educational phase.

## 11. Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Occasionally an intervention will be carried out by the SENCO, subject lead or other specialist staff. This is dependant on the nature and duration of the intervention. Interventions are time limited, as pupils are supported first and foremost by Quality First Teaching.

Interventions are not designed to be extended in duration, but are targeted to support a specific area of a child's progress and development, where QFT has not yielded sufficient progress over time.

To support new arrivals into the school during the year, each receiving school will have to ensure that student files on transfer are checked and a school will carry out further assessments if required

- School admissions forms/applications will be checked for assessment such as Dyslexia .
- Training is provided for teachers on a regular basis to ensure teachers are aware of strategies
- Monitoring progress through setting targets and reviewing regularly being mindful of maintaining pupil self-esteem. These targets could be on a pupil IEP.
- Set up appropriate intervention, individual or small group, using highly structured multisensory programs for reading/spelling/writing, including Government initiatives if appropriate and ICT software.
- Request ICT solutions through Schools & Families Specialist Services if appropriate • Provide support for tests and examinations, both internal and external as appropriate • Introduce techniques to enable the pupil to become more independent and effective in their learning and accessing the curriculum.
- Providing resources appropriate to pupils needs through discussion (laptop, E-readers, coloured acetates, reading rulers)

## 12. Examinations Access Arrangements

With regards to assessment, both formal and informal, we use the accommodations below. Not all pupils will need all of these but staff will bear these in mind when planning and carrying out assessments. This is not an exhaustive list, and assessment arrangements will be arranged considering a pupil's individual needs.



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- Extra time (25% for secondary school examinations. Up to 50% if a young person has significant cognition and learning needs.)
- Use of a quiet room
- A prompt
- A reader.
- A scribe.
- Using a computer instead of handwriting.
- Using assistive software (screen reader/voice recognition).
- Exam papers to be on a coloured paper in dyslexia-friendly font.
- Hard copy instead of on-screen.
- Supervised rest breaks.

Access arrangements will be based on a pupil's Normal Way of Working, and the provision needed for assessments developed in collaboration with the SENCO, Class teacher and pupil.

With regards to provision for pupils with English as an Additional Language (EAL) we:

- Plan for and provide appropriate stimuli for language development.
- Encourage EAL pupils to use English by generating opportunities for active participation in lessons.
- Consider our own language use and provide suitable contextual clues for EAL pupils.
- Show awareness that our school culture and environment (Eg teaching; learning; procedures; routines and practices) may differ from the school culture that our EAL pupils are familiar with.
- Plan for and provide a specific time for pupils with EAL needs, including access to interventions
- Are aware that an EAL pupil's social language (normally acquired in around 2 years) may be much more advanced than their academic language (which can take 7-10 years to reach native-speaker levels).

## 13. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, the content of the lesson, etc.

Adapting our resources and staffing for the needs of the students at that current time.

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc. Graduated response



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## 14. The Graduated Response

This is a four-step process:

Assess

Explore the situation, including discussing the situation with the parents or carers.

Plan

Create a support plan. The plan may have various practitioners allocated to different elements, however there will be one person who has overall responsibility. The plan will be discussed with parents or carers.

Do

Follow the plan. The plan will be updated with progress and other comments, which can be used during the review phase.

Review

The plan will be reviewed at least once a term.

During the review, the plan may be amended to ensure improved outcomes.

## 15. Admission Arrangements

7.1 Parents are welcome to visit The Lady Byron School at any time prior to their child's admission, and a full transition programme for pupils is set up at the end of each summer term. Further details on the process for admission can be found in the Admissions Procedure.

## 16. Curriculum

16.1 The school aims to provide a broad, balanced and relevant curriculum, which is individually tailored dependent on need. All areas of the National Curriculum are covered with considerable emphasis on the development of literacy, numeracy, communication and social skills. In addition to the standard curriculum pupils also access a Life Skills curriculum which addresses aspects of social awareness they may need to develop. Pupils have specific lessons addressing their challenges in relation to the diagnosis of Autism through Personal Safety, Feelings and Social Communication sessions and allows pupils to explore what it means to have a diagnosis of ASC

16.2 Pupils are also supported with community access, to experience real life contexts and apply what they have learned, this helps prepare them for later life

16.3 Further details on the curriculum offered can be found in the Curriculum Policy.

## 17. EHCP Annual Review Arrangements



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17.1 A review of each pupil's individual needs takes place at least annually. Prior to the meeting, a report is produced, with contributions from all teachers, parents, the pupil and other relevant professionals.

17.2 The meeting itself brings together all those concerned with the pupil's development in order to:

- Monitor progress
- Celebrate achievement
- Identify any particular barriers to learning and strategies to overcome these.
- Determine the appropriateness of the Statement
- Identify targets for the coming year

17.3 From year 9, planning is put in place for when the pupil leaves statutory schooling. Therefore, we endeavour to provide appropriate careers advice and preparation for adulthood. We would also seek advice from the Local Authorities Post 16 Special Educational Needs Officer. Following the meeting, a Transition Plan is drawn up which details the needs of the individual and the level of support that should be provided.

## 18. SEND training for staff

18.1 Whole staff SEND training and medical needs training is met through INSET (In-service training).

18.2 Team Teach Training is delivered annually to all staff and continuous professional development (CPD) is encouraged with access to a range of SEND specific Skills Network courses.

## 19. School and College Links

19.1 We have positive links with both mainstream and special schools. Integration links with mainstream high schools are limited but we are working together in order to facilitate curriculum development, moderate coursework via regular curriculum specific LINC Meetings etc.

19.2 Links with other special schools are often through shared events such as sporting events, theatre group presentations etc.

19.3 We have excellent links with Local Mainstream Colleges, and hope to support/transition any students who are able to access a college course

## 20. Working with other agencies

A range of outside agencies may be contacted to support pupils in school. The Head Teacher, DSL or SENCO will usually lead contact. Currently, these agencies include Child and family and mental health groups, Education Welfare Officers, Social workers, The Youth Service and Voluntary Sector Youth Support Groups, the Youth Offending Team, and Health Service representatives including the School Nurse. Parents will be contacted prior to the involvement of any of these agencies.



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## 21. Work Experience

21.1 At the Lady Byron School we aim to get the young people involved in the local community in preparation for adulthood by conducting work experience within the local community. Be this volunteering at the local farm or Café. Students can apply for supported internship or traineeship via the National Development Team for Inclusion.

## 22. Complaints about SEN provision

The procedure for complaints can be found in the school complaints procedure available on our website.

## 23. Contact details of support services for parents of pupils with SEN

Services available to parents and carers and in the area are detailed on the local offer page for your relevant local authority

Leicestershire <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

Leicester City <https://families.leicester.gov.uk/send-local-offer/>

Northamptonshire [The Local Offer \(Northamptonshire County Council\) - Children, families and education](#)

Warwickshire: <https://www.warwickshire.gov.uk/children-families>

## 24. The local authority local offer

Our contribution to the local offer is: Social, Emotional and Mental Health Provision for pupils aged 6-17 Our local authority's local offer is published here:

Leicester City: <https://families.leicester.gov.uk/send-local-offer/>

Leicestershire: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

West Northamptonshire: <https://www.westnorthants.gov.uk/local-offer>

North Northamptonshire: <https://localoffernorthnorthants.org.uk/> Warwickshire: <https://www.warwickshire.gov.uk/send>



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## 25. Monitoring arrangements

This policy and information report will be reviewed by Melanie Kinsella (SENCO) every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

## 26. Version History

This policy was last reviewed in August 2024