



# SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

## Bright Futures Educational Trust Vision and Mission

*The best for everyone, the best from everyone*

'Our family of schools, places young people, families and communities at the heart of everything we do. We are a true community with shared responsibility and common core values which create a culture of collaboration, opportunity, respect and innovation. We inspire excellence and believe in nurturing the abilities of all within our schools and communities. We empower our young people to build purposeful lives and have the courage and confidence to make a positive contribution to society. Through excellence in education all our young people will have a bright future.'

## KEY STAFF

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This policy has been written in compliance with the statutory requirements laid out in the SEN Code of Practice 0 – 25 (2014) with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEN Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014

### 1. Aims and Objectives

- To ensure that all pupils with SEND are educated in an inclusive environment – 'this does not mean treating all pupils in the same way. Rather it involves taking account of pupils' individual needs and varied life experiences' – OFSTED 2012 'Evaluating educational inclusion.'
- We have a duty to provide appropriate provision for children and young people with Additional Needs to help them to achieve their potential. It is also our responsibility to make "reasonable adjustments" for disabled children and young people, to support medical conditions and to inform parents and young people if Additional Needs provision is made for them.

- To ensure quality of opportunity and to eliminate prejudice and discrimination against children with special educational needs.
- To continually monitor the progress of all pupils and students, to identify needs as they arise and to provide support as early as possible.
- To ensure that each learner has access to a full and inclusive curriculum and that adaptations are following guidance from SEND Team and/or outside agencies as appropriate.
- To ensure that SEND and inclusive provision is positively perceived, valued and accessed by all staff and parents/carers.
- Our objective in setting out the school's SEND policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

### **Definition of Special Educational Needs**

According to the SEND Code of Practice,

‘a child or young person has a SEND 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 or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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

Many children and young people who have SEN may have a disability under the Equality Act 2010, that is defined as having

“a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities”.

At Cedar Mount we recognise that there is a wide spectrum of special educational needs that are frequently inter-related. The impact of these combinations on the child’s ability to function, learn and succeed is considered.

These areas of need identified in the SEN Code of Practice (2014) are:

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

For more information, please see the Areas of Need appendix.

Cedar Mount will have due regard for the Special Needs Code of Practice (2014) when carrying out our duties towards all our pupils with special educational needs and ensure that parents and carers are regularly updated about the SEND provision being made for their child.

### **Children with Disabilities and Medical Conditions**

Cedar Mount has a duty under the Equality Act 2010 towards individual disabled children and young people. We make reasonable adjustments to prevent disabled pupils being put at a substantial disadvantage. We ensure provision for students with disabilities is bespoke and suits each individual child.

The 2014 Act requires us to plan to support all pupils with medical conditions. Individual healthcare plans should specify the type and level of support required to meet the medical needs of pupils with such conditions. Where children and young people also have special educational needs, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Any member of staff providing support for a pupil with medical needs will have had appropriate training.

When organising additional support, it is very important that we provide children with a SEND, with a broad and balanced curriculum with regular access to all subjects and areas of learning. We believe that children with a SEND should not be routinely segregated from their class teachers and peers but included as much as possible within their class. This is essential in developing mutual respect and tolerance of difference.

We will ensure that teachers and support workers/teaching assistants are prepared for dealing with the challenges and complex difficulties posed by children with a SEND by providing structured training. We believe teachers are responsible for children's learning and that support staff will be deployed effectively to provide the necessary support for children with a SEND within the classroom.

We are aware that depending upon their age and understanding we must discuss with pupils with a SEND any decision that might affect them. This is part of pupils' democratic right and ensures that pupils have an active say in their support and provision. We wish to work closely with pupils to hear their views and opinions as we acknowledge and support the Rule of Law and Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

## **Admissions**

Our Admissions Policy has clear connections with our Equality Policy where all pupils are welcome to join our inclusive community unless it would be detrimental to their health/success to do so. Our admissions criteria does not discriminate against pupils with SEND and has due regard for the Code of Practice. Admission arrangements are no different for those children with SEND. However, for those children with an Education, Health and Care Plan, placement recommendations from the last review will be considered during the admissions and consultation process. We will not refuse admission to children with an EHCP unless there is clear evidence that we cannot meet their needs within the resources/facilities in school accompanied by additional budgetary support from the Local Authority

## **Inclusion**

Cedar Mount recognises the entitlement of all our pupils to a balanced, broadly based curriculum. Our SEND Policy reinforces the need for teaching that is fully inclusive. The Senior Leadership Team will ensure that appropriate provision will be made for all our pupils by monitoring and tracking progress and liaising with the SENDCO.

We recognise that SEND students may be more vulnerable to bullying than their peers, and we provide our vulnerable students with access to the SEND Base, a safe area where they are able to raise their concerns and access additional support.

We also offer a direct line to the SENDCO and Assistant SENDCO through email, and phone contact, for parents to raise concerns and feel supported within the family home.

## **Responsibilities**

### **The Principal**

The Principal has the responsibility for the overall management of all aspects of the Academy's work including provision for young people with special educational needs. He or she will keep the Governing Body fully informed.

### **The Governing Body:**

The Governing Body will use its best endeavours to ensure high quality education and support for all. There is a nominated Governor with specific responsibility for SEND. The nominated governor is Perpetual Idehen.

### **Role of the Local Authority**

The Local Authority has a statutory duty to develop and publish a Local Offer which gives 'information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', Local Authorities will include provision which they believe will actually be available.'

### **Role of The Special Education Needs Coordinator (SENDCO) and Assistant SENDCo**

The Academy recognises that **all** staff will work with young people with SEND and that **all** teachers are teachers of those with special needs. The Special Education Needs Coordinator coordinates the work and works closely with the nominated Governor for SEND and staff. The role of the SENDCO with support from the Assistant SENDCO within the Academy is to be responsible for:

- Working with the Principal and to oversee the day-to-day operation of the Academy's SEND policy.
- Provide leadership and vision in respect of equality.
- Liaising with and advising Academy staff, giving clear guidelines for procedure when needs are identified.
- Coordinating provision for students with SEND to ensure that:-
- pupils with SEND are making sufficient progress appropriate to their ability and taking account their barriers to learning; pupils are having an active voice in their support and

provision having opportunities to give feedback on what is working well and what could be better; school personnel have high expectations of pupils with a SEND; appropriate provision is in place; adaptive teaching and differentiation is put into practice;

- Maintaining the Academy's SEND register and overseeing records of all young people with a SEND.
- Liaising with parents of young people with SEND.
- Contributing to in-service training of staff.
- Liaising with external agencies including Educational Psychologists and other SEND support services, medical services, social services, and voluntary bodies.
- Consulting with SENDCOs across the Trust, from other Academies and schools to ensure effective use of resources and the dissemination of good practice.
- Managing a range of resources, human and material, including individual and group education plans linked to young people with special educational needs.
- Providing support and advice to colleagues.
- Monitoring and evaluating the special needs provision and reporting to the Governing Body on the progress of students with SEND.

### **Role of Teachers**

- Have high expectations of all pupils including those with a SEND.
- Be aware of the school's policy for the identification and assessment of pupils with a SEND and the provision it makes for them;
- Be well informed of the additional needs and/or medical conditions of the pupils that they teach and implement any advice and teaching strategies given by the SENDCO/ leaders;
- provide high quality teaching for all pupils and ensure their planning includes appropriate differentiation;
- set challenging and achievable targets for all pupils and ensure that they track and monitor the progress of all pupils;
- inform the SEND dept and leaders of any identified barriers to learning and lack of progress of pupils;
- liaise with families of the progress of their children and suggest ways that families can support their children at home;
- identify any additional training needs they require and undertake appropriate training on induction and as directed throughout the academic year.

### **Role of Teaching Assistants (TAs)**

- will work closely with the SENDCO/Assistant SENDCO and other education staff teachers providing advice and support about the pupils they work with;
- provide support for individual or groups of pupils with a SEND and provide in-class support for pupils;
- develop mutual respect amongst pupils and encourage pupils to celebrate differences as well as understanding their own rights and responsibilities as British citizens.
- provide targeted interventions, both within groups and one-to-one as part of personalisation

- assistance in the preparation of lessons;
- monitor pupils progress and provide feedback to teachers and the SEND dept/leaders
- suggest training needs and attend appropriate training;

### Identification of Pupils

Teachers are responsible and accountable for monitoring the academic progress of students in their classes and as such, are accountable for notifying the SENDCO/Assistant SENDCO of any concerns. This extends to the Progress Leaders where there are social, emotional, or behavioural concerns.

Considering this, and as recommended in the Code of Practice 2015, Quality first Teaching is the first line of support for students with SEND. This includes adaptive teaching and accessible learning within classrooms.

Cedar Mount will then employ a graduated response model.

<u>Wave One</u>	<u>Wave Two</u>	<u>Wave Three</u>
<u>Quality First Teaching for ALL</u>  Multi-sensory teaching and learning Positive learning environments Adaptive Teaching Faculty intervention Pastoral support Progress monitoring High Expectations Time out passes	<u>SEND Support</u> <i>As wave 1 plus...</i>  Allocation of a keyworker ALP Small group work Targeted interventions Literacy/numeracy 1:1 intervention SEMH/C&L Progress monitoring TAP referral.	<u>ECHP</u> <i>As wave one and two plus...</i>  Specialised interventions Support from outside agencies. Progress monitoring Specialist reports

To identify students with SEND and provide the right provision, the SENDCO will then utilise the *Assess, Plan, Do, Review* cycle. This will be done with the input of the teacher, parents, student, SENDCO and Assistant SENDCO. This may also include outside agencies.

### **SEN Support:**

Where concerns are raised about a pupil from a SEND perspective, we have a clear referral process which helps identify specific areas of need and plan next steps. Any addition to the SEND register is done with parental consent. Where a pupil is identified as having SEND, we will take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

### **Assess**

In identifying a pupil as needing SEND support the class or subject teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. We will consider the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need. In some cases, outside professionals from health or social care may already be involved with the pupil. These professionals should liaise with the school to help inform the assessments.

### **Plan**

Where it is decided to provide a pupil with SEND support, the parents will be notified, although parents will have already been involved in forming the assessment of needs as outlined above.

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 that are required. The support and intervention provided should be selected to meet the outcomes identified for the pupil.

### **Do**

Based on assessments and data pupils will have an ALP outlining the specific adaptations they need, and they will be allocated targeted and specific support.

Any intervention will be targeted, for a limited time and measured for impact. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any TAs or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class or subject teacher in the further assessment of the pupil's particular strengths and areas of need, in problem solving and advising on the effective implementation of support.

### **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, and the views of the pupil and their parents/carers sought. This should feed back into the analysis of the pupil's needs.

### **Educational, Health and Care Plan**

Where, despite the school having taken purposeful and relevant action to identify, assess and meet the special educational needs/disabilities of a student, the child has not made expected progress. The school and/or parents/carers can consider making a request for an Education, Health, and Care Plan (EHCP) needs assessment. The Local Authority will use the information gathered to determine if

a statutory assessment of needs is required. Where a student has an Education, Health and Care Plan, the Local Authority must review the plan every twelve months as a minimum.

## **External Support**

The Code of Practice states:

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

Schools may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. A school should always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEND support delivered by appropriately trained staff. The pupil's parents should always be involved in any decision to involve specialists.

External specialists will likely:

- Provide more specialist assessments that can inform planning and the measurement of a pupil's progress.
- Work with key staff in developing inclusive classroom strategies and interventions.
- Provide staff training around SEND categories and strategies.
- Work directly with referred students.
- Give advice on the use of new or specialist strategies or materials.

In some student cases external agencies or the LA may provide support for activities.

## **Complaint Procedures**

Should students' parents/carers have any complaints about any aspect of SEND provision, they should contact the SENDCO or Assistant SENDCO in the first instance, or a member of the Senior Leadership if that is appropriate, who will follow the procedures outlined in the school complaints policy.

The Local Authority has in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special educational provision made for their child.' (SEN Code of Practice).

## **SEND Policy Review**

The SEND policy should be updated regularly and provide key information for parents, carers, and outside parties, as well as internal staff.

The SENDCO and Assistant SENDCO are committed to ensuring this policy's accuracy and ensuring it is current.

**Policy Review date: September 2024**