



Name:	Special Educational Needs and Disabilities (SEND) Policy
Approved by:	Draft
Policy Created:	2025
Date of review	March 2025 - Policy to be reviewed yearly
Update Approved:	
All policies are available to stakeholders either on the school website or upon request from the school office.	

AIMS AND OBJECTIVES

Our special educational needs and disabilities (SEND) policy aims to:

- Ensure Cedar Mount Academy (CMA) fully implements national legislation and guidance regarding pupils with SEND
- Outlines how CMA will:
 - Support and embed provision for pupils with SEND.
 - Provide pupils with SEND access to all aspects of school life enabling them to engage in the activities of the school alongside pupils who do not have SEND.
 - Assist pupils with SEND to fulfil their aspirations and achieve their best.
 - Support pupils with SEND to become confident individuals living fulfilling lives.
 - Guide pupils with SEND to make a successful transition into adulthood.
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions related to support and provision for the pupil.
- Support and provide CPD for the SENDCO.
- Explain the roles and responsibilities of everyone involved in providing support for pupils with SEND.
- Ensure the SEND policy is understood and implemented consistently by all staff.
- Use our best endeavours to assure that a young person with SEND receives the support they need.
- Work within the guidance provided in the SEND Code of Practice 2014.
- Ensure our school fulfils its duties, under the Equality Act 2010, in making reasonable adjustments for students with disabilities.
- Provide support and guidance for all those working with students with SEND.
- Work within a student-centred process which engages the student, family, school and other professionals.
- Share expertise and good practice across the school and the wider Bright Futures Education Trust.



VISION AND VALUES

At CMA we will provide all pupils with access to a broad and balanced curriculum.

We are committed to supporting our pupils, so they have the chance to thrive and meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

LEGISLATION AND GUIDANCE

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2014) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND.
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report.
- The Equality Act 2010 (section 20), which sets out the schools duties to make reasonable adjustments for pupils with disabilities.
- The School Admissions Code, which sets out schools obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.



PRINCIPLES

The Special Educational Needs Policy is guided by and committed to the principles of:

Cedar Mount Academy believes that every child matters and aims to provide an environment where enjoyment of learning, self-discipline, and concern for others are at its heart. The school seeks to ensure that all students' needs are met, that every young person is valued equally and encouraged to develop to their full potential.

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
- The Local Offer from Manchester City Council Local Authority.

Each student with special educational needs and/or a disability (SEND) and for whom Cedar Mount Academy is the most appropriate school, particularly in terms of their academic ability and attainment, has full access to the opportunities available to all other students possible for that individual. This is inherent in the underlying principles of the school policies on Curriculum, Teaching and Learning, Supporting Pupils with Medical Conditions, and Assessment, Recording and Reporting.

The school ensures that students with SEND are integrated into normal teaching groups. However, it is flexible in its response to SEND, recognising that each student is an individual, that underlying difficulties range from slight to severe and from temporary to permanent.

Staff in school seek to work in partnership with each student with SEND, their parents/carers and any relevant outside agencies.

Key Staff

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Definition of SEND:

According to the SEND Code of Practice (2014):

‘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.

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 pupil’s ability to function, learn and succeed is considered.

The 4 Areas of Need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that intersect several areas of need, and their needs may change over time.

Appropriate interventions will be selected to support a pupil’s particular area(s) of need, at the relevant time following the graduated response of Assess, Plan, Do and Review.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others.</p> <p>They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>



<p>Cognition and learning</p>	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none">• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia.• Moderate learning difficulties where pupils will have attainments below expected levels in all or most areas of the curriculum and experience greater difficulty than their peers in acquiring basic literacy and number skills and in understanding concepts.• Severe learning difficulties.• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
<p>Social, emotional and mental health</p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none">• Mental health difficulties such as anxiety, depression or an eating disorder.• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.• Suffered adverse childhood experiences. <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
<p>Sensory and/or physical</p>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none">• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment.• A physical impairment. <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>



1.	Admission Arrangements
1.1	Admission arrangements will not be used to refuse admission to a student who qualifies for a place through the school's entrance examination/ academic assessment simply because the school considers that it cannot cater for their special educational needs at the time of admission.
2.	Facilities for Students with SEND
2.1	CMA is a split-site school. Space is shared with Melland Specialist School. The site has been adapted to enable access for wheelchair users. Lifts ensure upper floor classrooms can be accessed by all students, including those with a disability. There are disabled toilet facilities. EVAC chairs are available for emergency situations where students need to get downstairs without the use of their wheelchair.
2.2	For any student with an EHC plan, additional specialist equipment or auxiliary aids may be provided to ensure they can access the curriculum; their specific requirements will be assessed on an individual basis.
3.	Identification of Students with SEND
	The school aims to identify special educational needs as early as possible to allow appropriate intervention.
3.1	Admissions during transition at key Stage 3 and 4 During the procedure described in the school's admissions policy, information relevant to SEND may be made known either by prospective students or parents/carers, or from the report provided by the previous school. If a student is known to have special educational needs and/or a disability when they arrive at the school, the SENDCO, Assistant SENDCO and AVP will: <ul style="list-style-type: none">• Use information from the primary/previous school, parents, and the student to decide how best to support the student within the classroom and wider school environment.• Ensure that ongoing observation and assessment provides feedback about a student's progress to inform future planning.



3.2

- Ensure opportunities are provided for the student to show what they know, understand, and can do through the pastoral programme and extracurricular activities.
- Involve the student in planning and agreeing future strategies to meet their needs.

Mid- term Referrals

In addition to identification through the regular cycle of assessment and reporting, students, staff and parents/carers may raise individual concerns at any time.

Indicators of SEND may include a student's response to written, practical, oral or group tasks, subject tests or examination results. Initial investigation of such concerns is normally conducted by the subject teacher and Head of Department.

The SENDCO / Assistant SENDCo may circulate an internal report form among the student's teachers to ascertain the extent of the problem and the type of intervention required.

Parents/carers will always be consulted where there are concerns about a student's progress.

We will always consider factors that are not SEND, but which may impact on progress. These may include:

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a serviceman/woman

In identifying a student as needing SEN Support the teachers, in collaboration with the SENDCO, should carry out a clear analysis of the student's needs. This should draw on teacher assessments and experience of the student, the student's previous progress and attainment, as well as information gathered from standardised screening tests, symptom identification tools and specialist assessments conducted by other professionals.

The student's development in comparison to their peers and national data will be considered along with the parent's/carer's views and experience, the student's views and, if relevant, advice from external support services. Strategies to support the student will be recorded in an individual Pupil Passport, accessible via the school's recording systems, Class Carts and Provision Map.



4.	Managing information about students with SEND (Coordination)
4.1	<p>Students will be included on the SEN register if needs are identified in any of the following broad areas:</p> <ul style="list-style-type: none">• Communication and Interaction• Cognition and Learning• Social, Mental and Emotional Health difficulties• Sensory and/or Physical needs <p>They will be registered as SEN Support or as having an Education, Health and Care Plan (EHCP). The school also maintains a list of students for monitoring purposes.</p> <p>Behavioural difficulties do not necessarily mean that a student has SEND and will not automatically lead to them being registered as such. Students who present with challenging behaviour may however have unidentified SEND, and the school will endeavour to identify these in appropriate ways.</p> <p>Mrs McCusker as special needs coordinator (SENDSCO) has oversight of provision for students with SEND and maintains the student records.</p> <p>When a student has shown that they can make good progress without the need for additional support, the SENDSCO may remove them from the SEN register.</p>
4.2	<p>Dissemination of Information</p> <p>The school values the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.</p> <p>During the first staff meeting of the year, before students arrive, the attention of staff is drawn to any new student with SEND.</p> <p>The list of students with SEND is regularly reviewed and staff are provided with regular updates.</p> <p>Individual Pupil Passports are completed for each student and are available to all staff throughout the year. These plans outline information on individual needs and the additional provision that is required to meet them.</p> <p>The admin team are notified of students with any medical problems. This information is disseminated to staff through Provision Map and Class Charts.</p>



<p>5.</p>	<p>Provision - A Graduated Response</p> <p>The school adopts a graduated response to SEND that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a student is experiencing.</p> <p>The graduated response consists of a four-part process: Assess, Plan, Do, Review.</p>
<p>5.1</p>	<p>Adaptive teaching</p> <p>For many students, adaptive teaching in the classroom will be all that is needed to address individual concerns and to enable all students to make progress.</p> <p>Examples of adaptive teaching strategies include:</p> <ul style="list-style-type: none">• Rephrasing questions or content.• Adapting language to ensure all learners understand the content.• Providing exemplars or modelling.• Highlighting and emphasising key learning points.• Prompting learners with key words, visuals, or other sensory stimuli.• Setting up temporary groups as an additional layer of scaffolding.• Gauging group responses to support individual answers.• Giving step-by-step instructions for tasks.
<p>5.2</p>	<p>SEN Support</p> <p>Students will be registered as SEN support when they have a disability or special educational need which requires additional provision to be made for them.</p> <p>At SEN Support, teaching and support staff, the SENDCO, the student and parents/carers will work together in a cycle of assess-plan-do-review. Through this process earlier decisions and actions are revisited and revised, with a growing understanding of the student's needs. Consideration will be given to practices and processes implemented to support the student in making progress and securing relevant outcomes.</p> <p>A Pupil Passport will be created which will clearly identify the area(s) of need, and the support and resources to be provided. The plan will be discussed and shared with parents/carers and students.</p> <p>Reviews will evaluate the impact and quality of the support and interventions and include the views of the student and their parents/carers. Where there are concerns about progress, the school may decide to gain involvement and advice from a specialist external agency or from the Educational Psychology Support and Outreach team.</p> <p>Following a review, teachers, working with the SENDCO, may revise the additional provision on offer, with decisions on any changes made in consultation with the parent and the student.</p>



5.3	<p>When a student has made such progress in their area of need that they no longer require any provision which is different or additional to that which is normally available as part of high-quality teaching, they will no longer be seen as requiring SEN support. At this point, in discussion and agreement with parents/carers, the student will be removed from the SEN register.</p> <p>Education, Health and Care Plans</p> <p>Where, despite the school having taken purposeful and relevant action to identify, assess and meet the special educational needs/disabilities of a student the young person has not made expected progress, the school and/or parents/carers can consider requesting an Education Health Care Plan (EHC) needs assessment.</p> <p>The Local Authority will use the information gathered in determining when this 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.</p>
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6.	<p>Supporting Parents/carers and Families</p>
6.1	<p>Parents/carers of a child with SEND are encouraged to contact the SENDCO at any time during the academic year should they have concerns and wish to review the support on offer.</p> <p>Parents/carers are advised to access the Manchester Local Offer which is available at: https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0</p> <p>This website provides valuable information about all the services and organisations which are part of the support on offer in Manchester for young people who have Special Educational Needs or who are Disabled (SEND) and their families.</p> <p>The school's SEN Information Report (2024) can be accessed through the school website.</p>

7.	<p>Supporting students at school with medical conditions</p>
7.1	<p>The school recognises that students with medical conditions should be properly supported so they have full access to education including school trips and physical education.</p> <p>Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such students.</p> <p>For more information, please read the school's Supporting Pupils with Medical Conditions Policy.</p>



8. Roles and Responsibilities

8.1 Mrs C McCusker as special educational needs and disabilities coordinator (SENDCO) has oversight of provision for students with SEND and maintains a record of such students.

The SENDCO also:

- Arranges a formal review of progress for each student with an Education, Health and Care Plan at least annually.
- Ensures staff are familiar with and follow the SEND Code of Practice (2014).
- Promotes staff development and training in relation to SEND.
- Provides induction in SEND for new staff.
- Monitors the SEND policy, setting dates for regular evaluation and review.
- Liaises with other professionals.
- Liaises and consults with parents/carers of students with SEND.
- Provides the examinations officer with information on students who, following external assessment, require additional time or other alternative arrangements in examinations.

8.2 Role of Teaching Staff

CMA recognises that every teacher is a teacher of every young person, including those with SEND and they will ensure that provision is made for those who need it. All staff are aware of the school's SEND policy and the procedures for identifying, assessing, and making provision for students with special educational needs.

Class teachers are fully involved in providing high quality teaching, adapted for individual students. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.

Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs and removing potential barriers to learning. This process should include working with the SENDCO to carry out a clear analysis of the student's needs, drawing on the teacher's assessment and experience of the student as well as previous progress and attainment.

8.3 Governing Body

The Governing Body will follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- Use their best endeavours to ensure that a student with SEND receives the support required, striving to meet the needs of young people with special educational needs.
- Ensure that young people with SEND engage in the activities of the school alongside students who do not have SEND.
- Designate a teacher responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENDCO.
- Inform parents/carers when they are making special educational provision for a child.
- Prepare an SEN information report detailing arrangements for the admission of disabled children, the steps that will be taken to prevent disabled children from being treated less favourably than others, and the facilities provided to enable



	access to the school for disabled students.
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9.	Evaluating the success of the school’s SEND policy and review procedure
9.1	<p>The Bright Futures governing body has a statutory duty towards students with SEND and will follow the guidance as set out in the Code of Practice (2014).</p> <p>The link governor with responsibility for SEND is a vacant post.</p> <p>The SEND policy will be evaluated and reviewed annually in line with any changes to legislation</p> <p>The school will continue to liaise and share the expertise of staff within the Bright Futures Education Trust and use audit tools and peer review as a mechanism to improve and develop provision.</p>

10.	Complaints
10.1	<p>The school responds to complaints in line with our general Complaints procedure. If the parents/carers of a student with special educational needs have a complaint, they should arrange a meeting with the SENDCO who will deal with the matter in the first instance. The SENDCO may involve the Principal in resolving the issue.</p> <p>Complaints can usually be resolved by informal discussions with the SENDCO, Principal and appropriate teaching staff. However more complex problems which cannot be resolved in this way may be referred to the Governors.</p> <p>See the school’s Complaints Policy for more information.</p>

11.	Arrangements for SEND In-Service Training
11.1	<p>SEND is an integral part of Continuing Professional Development (CPD) for staff. SEND INSET will be considered on an annual basis when the School Development Plan is reviewed; the assumption should be that INSET is necessary.</p> <p>Staff views on their SEND development needs should be considered by Line Managers during Appraisal and separately by the SENDCO and Leadership Team.</p> <p>The governing body’s INSET needs will also be considered in response to any national policy developments.</p>

RESPONSIBILITY

Responsible Staff	Mrs C McCusker, Mrs Louise Stubbs
Approving body	