



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Cleeve Park School

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AIM

At Cleeve Park School, we aim to create a safe, secure and happy learning environment, which recognises the contributions of motivated pupils who are working purposefully to achieve their potential.

INTRODUCTION

Cleeve Park School's SEND Policy for pupils with special educational needs or disabilities is governed and informed by the statutory legislative framework set out in the:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Education and skills Act 2008
- Equality Act 2010 advice for schools DfE February 2013
- Children's and Families Act 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Revised Code of Practice July 2014

PURPOSE

Our objective is to address the needs of all pupils with special educational needs and disabilities to help every child maximise their educational development and enable them to make progress so that they:

- Achieve their best.
- Become confident individuals living fulfilling lives.
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

In this regard we will do our best to secure the necessary provision for any pupil who has Special Educational Needs, within the limitations of our resources. The Special Educational Needs and Disabilities Revised Code of Practice July 2014 states that:

“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 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.” (SEN and Disability Revised Code of Practice July 2014)

The SEND Policy is reviewed every three years by the Governing Body.

GUIDELINES

This policy details how Cleeve Park School will use its best endeavours to ensure that teachers in the school are able to identify and provide for pupils with special educational needs and disabilities in order to ensure pupils meet their full potential.

RESPONSIBILITIES

All members of staff share a responsibility to meet pupils' special educational needs. Teaching and supporting such pupils is therefore a whole school responsibility requiring a whole school response. Cleeve Park School is committed to welcoming all pupils. Adjustments will be made where needed and where possible to enable all pupils for whom Cleeve Park School is the best placement, to access lessons and social time as freely as possible. Needs and adjustments will be made on an individual basis.

The person with overall responsibility for SEND and inclusion is the Head teacher. The person co-ordinating the day-to-day provision of education for pupils with special educational needs and disabilities is Mrs Ruth Viscovich (SENCo) other staff with management responsibilities for aspects of SEND are Mrs Clare Budden (SEND administration).

THE ROLE OF THE SPECIAL EDUCATIONAL NEEDS COORDINATOR (SENCO)

The SENCo, in collaboration with the Headteacher and the Local Governing Body, plays a key role in helping to determine the strategic development of the SEN policy and provision in the school to raise the achievement of pupils with SEN. The key responsibilities of the SENCo include:

- overseeing the day-to-day operation of the school's SEN policy
- liaising with and advising fellow teachers
- managing the SEND team which includes the deployment of teaching assistants, monitoring interventions, liaising with external agencies, meeting with stakeholders.
- coordinating provision for pupils with special educational needs and overseeing the records on all pupils with special educational needs
- liaising with parents of pupils with special educational needs
- contributing to the in-service training of staff
- overseeing the meeting of pupils' medical needs
- liaising with external agencies including specialist teachers, the educational psychology services, the transitions pathway services, health and social care and voluntary bodies.

FUNDAMENTAL PRINCIPLES

Cleeve Park School aims to ensure that:

- Teachers are aware of the importance of early identification and of providing for SEN pupils whom they teach
- SEN pupils will have their needs met
- Pupil views are taken into account
- Partnerships with parents/carers play a key role in supporting their child's education and enabling them to achieve their potential.
- Parents/carers will be supported through the process of transition and adjustment
- SEN pupils are offered full access to a broad and balanced education including an appropriate vocational curriculum and 14-19 pathways
- SEN pupils have full access to all school activities so far as it is reasonably practical and relating to the pupils' needs
- The school works in partnership with external agencies to meet the needs of the pupils

THE AIMS OF SPECIAL EDUCATIONAL NEEDS SUPPORT

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Revised Code of Practice, July 2014
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEND Policy
5. To provide support and advice for all staff working with special educational needs pupils

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Pupils have special educational needs if they have a difficulty which calls for special education provision to be made for them, which is in addition to or different from routine curriculum planning. The term SEN encompasses a wide range of types of need. There are four broad areas of need described in the Revised Code of Practice July 2014. These are:

1. Communication and interaction

These pupils have difficulty in communicating with others and may have difficulty with some or all of the different aspects of speech, language or social communication at different times of their lives. Some of these pupils may have a diagnosis of ASD and experience particular difficulties with social interaction.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS cont'd

2. Cognition and learning

Support for learning difficulties may be required when pupils learn at a slower pace than their peers even with appropriate differentiation. These learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) through to more profound learning difficulties (PMLD). Specific learning difficulties such as dyslexia, dyscalculia and dyspraxia are also included within this category.

3. Social, emotional and mental health difficulties

Some pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other pupils may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Sensory and/or physical needs

Some pupils have a disability which prevents or hinders them from making use of the educational facilities generally provided by the school. The Equality Act 2010 defines a person with a disability as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This category will include children who have vision impairments (VI), hearing impairments (HI) or a multi-sensory impairment (MSI). Specialist support and equipment is sometimes required so pupils can access their learning.

IDENTIFICATION, ASSESSMENT AND PROVISION

Cleeve Park School will assess each pupil's current skills and levels of attainment on entry, [building on information from previous settings and key stages where appropriate]. At the same time, the school will consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, will make reasonable adjustments for them

Class and subject teachers, supported by the Senior Leadership Team, will make regular assessments of progress for all pupils. Cleeve Park School will seek to identify pupils making less than expected [progress/development] given their age and individual circumstance.

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom. Provision for pupils with SEN is a matter for the school as a whole and all teachers are teachers of pupils with special educational needs. Teaching such pupils is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils will learn and progress within these arrangements, however, for pupils with special educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

EARLY IDENTIFICATION

Assessment that can identify pupils who may have special educational needs is a continuing process at Cleeve Park School.

GRADUATED RESPONSE

Cleeve Park School will adopt a graduated response to meeting special educational needs that makes initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a pupil is experiencing. When a young person is identified as having special educational needs, the school will put interventions in place.

If a pupil is known to have special educational needs when they arrive at the school or when a pupil is identified as not making the expected levels of progress, in spite of good first quality teaching, staff will:

- use information from the home and/or previous school to provide an appropriate curriculum for the pupil and focus attention on action to support the pupil within the class
- ensure that ongoing observation and assessment provides feedback about pupil's achievements to inform future planning of the pupil's learning
- ensure opportunities for the pupil to show what they know, understand and can do
- involve the pupil in planning and agreeing targets to meet their needs
- involve parents/carers in developing a joint learning approach at home and in school

The school will measure pupils' progress by referring to:

- Evidence from teacher observations and assessments
- Standardised screening or assessment tools.

When pupils are assessed as requiring additional support, staff will work together to produce a plan of intervention. Once the intervention has been delivered it will be reviewed to see if any additional action needs to take place.

MONITORING STUDENT PROGRESS

Teachers may conclude that the strategies they are currently using with a pupil are not resulting in the pupil learning as effectively as possible. In these circumstances, they will consult the SENCo to consider what else might be done. Cleeve Park School follows the criteria for SEN Support specified by The Kemnal Academy Trust. The starting point will always be a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class.

The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the pupil and the pupil's peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the pupil's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates an improvement in the pupil's behaviour

STATUTORY ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS

- For a few pupils the educational provision by Cleeve Park School may need additional resources and support to secure the best possible outcomes. It will then be necessary for the school, in consultation with the parents and any external agencies to request involvement of the Local Authority (LA) to consider an Education, Health and Care Plan (EHC plan). Where a request for an EHC plan is made, the pupil will have demonstrated significant cause for concern and the school will provide written evidence to the LEA detailing:
 - The school's action already taken
 - Progress reviews for the pupil
 - Records of regular reviews and their outcomes
 - The pupil's health including the pupil's medical history where relevant
 - Standards of literacy and mathematics
 - Educational and other assessments, for example from an advisory specialist support teacher or an Educational Psychologist
 - Views of the parents and of the pupil
 - Involvement of other professionals
 - Any involvement by the social care or education welfare service.

When the LEA receives a request for an EHC plan, it will decide within six weeks whether to provide the additional resources and support. Following a successful outcome to this process, the school will then implement the necessary steps to enable the pupil to achieve the best possible educational outcomes.

ENGLISH AS AN ADDITIONAL LANGUAGE

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, Cleeve Park School will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language or whether it arises from special educational needs.

SUPPORTING STUDENTS WITH MEDICAL NEEDS

Cleeve Park School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. In these situations the following points are considered:

- That some children may also have special educational needs (SEN) and may have a statement, or EHC plan which brings together health and social
- Care needs, as well as their special educational provision. In this situation guidance is taken from the SEND Revised Code of Practice (July 2014).
- Relevant staff are made aware of the pupil's condition and supply staff are fully briefed
- Where necessary, staff receive suitable training
- Appropriate cover arrangements are in place when staff are absent
- Risk assessments are undertaken for school visits and other activities outside of the normal timetable
- Procedures are in place to cover any transitional arrangements between schools to ensure that the pupil's needs are met at the time of transition.

In other cases, such as a new diagnosis or pupils moving to Cleeve Park School mid-term, every effort is made to ensure that arrangements are put in place within two weeks.

Cleeve Park School does not wait for a formal diagnosis before providing support to pupils. In cases where a pupil's medical condition is unclear, or where there is a difference of opinion, judgements will be needed about what support to provide based on the available evidence. This would normally involve some form of medical evidence and consultation with parents. Where evidence conflicts, some degree of challenge may be necessary to ensure that the right support can be put in place.

HEALTH CARE PLANS

Pupils with medical needs have a health care plan in place that are drawn up with [student medical support lead, parents and the pupil themselves. These health care plans can help to ensure that Cleeve Park School effectively supports pupils with medical conditions and ensure clarity about what needs to be done, when and by whom. This process will be ongoing especially in cases where conditions fluctuate or where there is a high risk

that emergency intervention will be needed. In order to decide what information should be recorded on health care plans Cleeve Park School considers the following:

- the medical condition, its triggers, signs, symptoms and treatments;
- the pupil's resulting needs, including medication (dose, side-effects and storage) and other treatments, time, facilities, equipment, testing, access to food and drink where this is used to manage their condition, dietary requirements and environmental issues e.g. crowded corridors, travel time between lessons;
- specific support for the pupil's educational, social and emotional needs – for example, how absences will be managed, requirements for extra time to complete exams, use of rest periods or additional support in catching up with lessons, counselling sessions;
- the level of support needed, (some pupils will be able to take responsibility for their own health needs), including in emergencies. If a pupil is self-managing their medication, this should be clearly stated with appropriate arrangements for monitoring;
- who will provide this support, their training needs, expectations of their role and confirmation of proficiency to provide support for the pupil's medical condition from a healthcare professional; and cover arrangements for when they are unavailable;
- who in the school needs to be aware of the child's condition and the support required;
- arrangements for written permission from parents and the Headteacher for medication to be administered by a member of staff, or self-administered by the pupil during school hours;
- separate arrangements or procedures required for school trips or other school activities outside of the normal school timetable that will ensure the child can participate, e.g. risk assessments;
- where confidentiality issues are raised by the parent/child, the designated individuals to be entrusted with information about the child's condition;
- What to do in an emergency, including whom to contact, and contingency arrangements. Some children may also have an emergency healthcare plan
- Information prepared by their lead clinician.

The Local Governing Body ensures that the school's policy clearly identifies the roles and responsibilities of all those involved in the arrangements they make to support pupils at school with medical conditions.

SPECIAL EDUCATIONAL NEEDS INSET (IN-SERVICE EDUCATION AND TRAINING)

- The members of staff who work within the SEND will attend appropriate courses and conferences as they arise
- A member of the SEND team will attend meetings arranged by the Local Authority, The Kemnal Academy Trust and other local networking meetings.
- Other teachers and Teaching Assistants will attend SEN courses which have a particular bearing on children they are supporting
- Regular staff development sessions will focus on whole school priorities and provide opportunities to learn how to support pupils with SEN more effectively

ARRANGEMENTS FOR PARTNERSHIPS WITH PARENTS/CARERS

Every effort is made to maintain close liaison with parents/carers of all the SEN registered pupils. Staff and parents/carers will work together to support pupils identified as having additional needs. At regular review meetings a pupil's strengths and weaknesses are discussed and appropriate educational targets are set. Suggestions are made as to how parents/carers can help at home. Parents' Evenings provide further opportunities to discuss concerns and progress. Communications between the school and home ensure that any concerns are promptly acted on.

PARTNERSHIP WITH STUDENTS

Cleeve Park School encourages pupils to share concerns, discuss strategies and review progression, thus seeing themselves as equal partners with the school. The way in which the pupils are encouraged to participate in the decision-making process reflects their growing maturity. They are encouraged to focus on outcomes and then to identify short term targets to work towards in an attempt to reach their goals.

SEND ADMISSIONS

For pupils with either a Statement of Educational Needs or an Education Health Care Plan there are consultations between the Local Authority, parents and SENCo regarding the suitability of the school to meet the needs of that particular pupil. Once agreed, the Local Authority then name Cleeve Park School as the named school in part 4 of the revised statement or EHCP. Cleeve Park's SENCo will liaise with the previous school SENCo as well as parents to gain as much insight into the pupil as possible; the SENCo attends any future annual review meetings to meet parents and any professional or external agencies involved. There is an open door policy to both parents and pupils to visit the school during the day.

Cleeve Park School also offers the above to parents and pupils who are on a primary school SEND register but do not have either a statement or EHCP. These pupil's applications to join Cleeve Park School are via the usual procedures in place with the Local Authority.

ACCESSIBILITY

Classrooms are laid out to allow access. All out-of-school activities are planned to ensure the participation of all pupils. Wheelchair access is possible throughout school buildings. Parking is provided and safe routes around the building are provided and marked. Special arrangements in school to improve accessibility include:

- Advice from professionals disseminated and followed
- Use of any recommended equipment
- High visibility marking outdoor steps
- Corridors that are user friendly for pupils with physical difficulties
- Disabled toilets
- A designated SEN room consisting of a large classroom and a small meeting room/office.
- Ramps to enter the school on the ground level
- Disabled parking
- Medical room available

BULLYING

Cleeve Park School makes every effort to ensure and mitigate the risk of bullying of vulnerable learners within the school community. All pupils are aware that bullying is unacceptable and will not be tolerated. They are encouraged to seek help and support if bullying occurs. Any reported incidents of bullying are dealt with effectively and rapidly. Staff work closely with pupils affected by bullying in a range of ways to equip them with the skills and knowledge to counter and deal with bullying. All pupils have access to Pastoral Assistants who take the lead in dealing with any incidents. A bullying log is used to identify the seriousness and type of bullying that occurs.

COMPLAINTS

In the case of a complaint regarding the special educational needs provision, then procedures outlined in the school complaints policy will be followed.

EVALUATING THE SUCCESS OF THE SEND POLICY

The following procedures provide evaluative points for assessing the effectiveness of the SEND Policy:

- Senior Leadership Team Meetings
- Pupil and Parent/carer views gathered review meetings
- Audit of SEN Provision by Kemnal Academy Trust
- Audit of SEN Provision by the LEA
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- The number of children participating in interventions
- Monitoring of Pupil attendance
- Number of exclusions of SEND pupils
- Pupils' awareness of their targets and achievements