

SPECIAL EDUCATIONAL NEEDS (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 of our young people will have a bright future.’

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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

**Aims and Objectives**

* To ensure each pupil or student with special educational needs realises their full academic potential.
* 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 provide full access to the curriculum through differentiated planning and provision by class teachers, SENCO and support staff, and/or outside agencies as appropriate.
* To ensure that pupils and students with special educational needs are perceived positively by all members of the Trust community and that SEND and inclusive provision is positively valued and accessed by all staff and parents/carers.

**Definition of Special Educational Needs**

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

• Has a significantly greater difficulty in learning than the majority of children of the same age

• Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in mainstream school (SEN Code of Practice 2014, para xii)

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 taken into account.

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 SEN provision being made for their child.

**Children with Disabilities**

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.

**Children with Medical Conditions**

The 2014 Act requires us to make arrangements 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.

**Admissions**

Our admissions criteria does not discriminate against pupils with SEN and has due regard for the Code of Practice. Admission arrangements are no different for those children with SEN. However, for those children with an Education, Health and Care Plan placement recommendations from the last review will be taken into account during the admissions process.

**Inclusion**

Cedar Mount recognises the entitlement of all our pupils to a balanced, broadly based curriculum. Our SEN 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 SENCO.

We recognise that SEN 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 SENCO and Assistant SENCO through email, and phone contact, in order for parents to raise concerns and feel supported within the family home.

**Responsibilities**

**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 Special Education Needs Coordinator (SENCO)**

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 SENCO with support from the Assistant SESNCO within the Academy is to be responsible for:

* The day-to-day operation of the Academy’s SEND policy.
* Liaising with and advising Academy staff, giving clear guidelines for procedure when needs are identified.
* Coordinating provision for students with SEND.
* Maintaining the Academy’s SEND register and overseeing records of all young people with 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 SENCOs 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.

**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.

**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 SENCO/Assistant SENCO of any concerns. This extends to the Progress Leaders where there are social, emotional or behavioural concerns.

In light of 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 differentiated, accessible learning within classrooms.

Cedar Mount will then employ a graduated response model.

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| --- | --- | --- |
| **Wave One** | **Wave Two** | **Wave Three** |
| Quality First Teaching for ALL  Multi-sensory teaching and learning  Positive learning environments  Differentiation  Faculty intervention  Pastoral support  Progress monitoring  High Expectations  Time out passes | SEN Support  *As wave 1 plus…*  Small group work  Targeted interventions Literacy/numeracy  1:1 intervention SEMH/C&L  Progress monitoring  TASS referral | ECHP  *As wave one and two plus…*  Specialised interventions  Support from outside agencies  Progress monitoring  Specialist reports |

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

**Assess**

Working with the student’s parents/carers, assessments will be carried out and a need analysis will be completed. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in progress, other agencies may be required.

**Plan**

Where it is decided to provide support, the SENCO or Assistant SENCO will formally notify the parent/carer and arrange a meeting that includes the student. The SENCO and Assistant SENCO will agree, in consultation with the parent/carer, the outcomes we are seeking, i.e. the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review.

Plans will take into account the views of the child. The support and intervention provided will be chosen to meet the outcomes identified for the student, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs will be identified and addressed. Parents/carers will be involved in this process.

**Do**

Based on assessments and current data, students will be allocated targeted and specific support. This could be internal support or from outside agencies.

* Provide different learning materials or special equipment
* Differentiated curriculum
* Differentiated delivery e.g. simplified language, slower pace
* Differentiated outcomes including different formats
* Adapted visual aids
* Modelling
* Use of writing frames
* Introduce some group or individual support within the classroom environment
* Devote extra adult time to devising the nature of the planned intervention and monitoring its effectiveness.
* Undertake staff development and training to introduce more effective inclusive strategies

**Review**

The effectiveness of the support and its impact on the student’s academic progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by staff, the SENCO and Assistant SENCO in collaboration with parents/carers and the student. Together any changes to the outcomes and support for the student in light of progress and development will be agreed.

Parents and students will have clear information about the impact of the support provided and be involved in planning next steps.

**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 SEN 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 SEN 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 particular activities.

**Complaint Procedures**

Should students’ parents/carers have any complaints about any aspect of SEN provision, they should contact the SENCO or Assistant SENCO 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.

**SEN Policy Review**

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

The SENCO and Assistant SENCO are committed to ensuring this policy’s accuracy and ensuring it is current.

**Policy Review date: September 2022**