CARWARDEN HOUSE COMMUNITY SCHOOL

Special Educational Needs and Disabilities (SEND) policy

Approved by:	Full Trustee Board	**Date:**	October 2024
Last reviewed on:	October 2024		
Next review due by:	September 2026		

Contents

1. Aims and objectives 3
2. Vision and values 3
3. Legislation and guidance 4
4. Inclusion and equal opportunities 4
5. Definitions 5
6. Roles and responsibilities 7
7. Our approach to SEND specific support 10
8. Expertise and training of staff 12
9. Links with external professional agencies 13
10. Complaints about SEND provision 13
11. Monitoring and evaluation arrangements 13
12. Links with other policies and documents 14

1. Aims and objectives

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

- Make sure our school fully implements national legislation and guidance regarding students with SEND
- Set out how our school will:
    - Support and make provision for our students, all of whom have special educational needs and disabilities
    - Provide our students with access to all aspects of school life
    - Help our students fulfil their aspirations and achieve their best
    - Help our students become confident individuals living fulfilling lives
    - Help our students make a successful transition into adulthood
    - Communicate with our students and their parents or carers and involve them in discussions and decisions about support and provision for the student
- Explain the roles and responsibilities of everyone involved in providing for our students' needs
- Communicate with, and involve, our students and their parents or carers in discussions and decisions about support and provision for the student
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At our school we will provide all students with access to a broad and balanced curriculum. We are committed to making sure all our students have the chance to thrive and supporting them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the individual needs and abilities of students, no matter how varied.

Our students, all of whom have identified learning difficulties will have attainments significantly below age related expected levels in most areas of the curriculum, despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum. These students typically have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Our students' additional needs include global developmental delay, autism, ADHD / ODD, anxiety, OCD, sleep apnoea, cerebral palsy, visual or hearing impairment, dyspraxia / coordination difficulties, hydrocephalus, epilepsy, chromosomal abnormalities including Down syndrome, speech,

language & communication difficulties or specific learning difficulties (dyslexia, dyscalculia or dyspraxia).

We are an inclusive community. This means that all students, regardless of their strengths and weaknesses in any area, are equally valued and have the same opportunities for participation. We strive to ensure that all our students feel that they belong to our community. We respect the unique contribution which every individual can make to the community and seek to place this contribution within a clear structure which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude, and level of skills.

3. Legislation and guidance

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

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students 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 co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out trustees' responsibilities for students with SEND
- The School Admissions Code, which sets out the school's obligation to admit all students 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

This policy also complies with our funding agreement and articles of association.

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that all students are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A student has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of students with SEND are grouped into four broad areas. Students can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Students with needs in this area have difficulty communicating with others. 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. Students who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Students may have: • 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 These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.
Sensory and/or physical	Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These students may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENCO

The Special Educational Needs Coordinator's role at our school is undertaken by the Headteacher. They:

- Work with the Leadership Team and SEN lead Trustee to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for monitoring the operation of this SEND policy and ensuring the co-ordination of specific provision made to support individual students with their identified needs
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that all our students receive appropriate support and high-quality teaching
- Advise on differentiated teaching methods and interventions appropriate for individual students
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the student and their parents are informed about options and that a smooth transition is planned
- When a student moves to a different school or institution: Make sure that all relevant information about a student's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the staff and school Trustees to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all students up to date and accurate
- With the Leadership team, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the Leadership team, regularly review and evaluate the breadth and impact of the specific SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Ensures that review information is included in the school's SEN information report and that this policy is reviewed and updated appropriately

6.2 The board of trustees

The Board of Trustees will:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every student gets the individualized support they need

- Make sure that all students have the opportunity to engage in the full range of activities of the school regardless of their individual needs
- Make sure that the school has arrangements in place to support any students with medical conditions
- Ensure the school provides access to a broad and balanced curriculum
- Publish information on the school website about how the school is implementing its SEND policy
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favorably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of our students
- Make sure that all students from Y8 until Y13 are provided with independent careers advice

6.3 The SEND link trustee

The SEND link trustee is appointed by the Board of Trustees.

The SEND trustee will:

- Help to raise awareness of SEND specific issues at Trustee board and/or sub-committee meetings
- Monitor the quality and effectiveness of our provision within the school and update the Trustee board on this
- Work with the SENCO and school Leaders to determine the strategic development of the SEND policy and provision in the school

6.4 The Headteacher

In addition to the responsibilities of SENCO, the Headteacher will:

- Have overall responsibility for, and awareness of, the provision for students with and their progress
- Have responsibility for monitoring the school's budget and any additional funding allocated by LAs to support individual students
- Have an overview of the needs of the current cohort of students
- Advise the LA when a student needs an EHC needs re-assessment, or when an EHC plan needs an early review

6.5 Teachers

Each teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet individual student needs

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the Leadership team to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy
- Communicating with parents regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the student and the school
    - Listen to the parents' concerns and agree their aspirations for the student

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of our students onwill always be given the opportunity to provide information and express their views about their child's needs and the support provided by the school. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to regular meetings to review the provision that is in place for their child and the progress they are making (this includes the Annual EHCP Review & Academic Review Days).
- Asked to provide information about the impact any specific support provided to their child outside school and any changes in the student's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student
- Given an annual report on the student's progress

The school will take into account the views of the parent or carer in any decisions made about the student.

6.7 The student

Students will always be given the opportunity to provide information and express their views about their needs and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The student's views will be taken into account in making decisions that affect them, whenever possible.

7. Our approach to SEND specific support

7.1 Identifying students' needs and support required

We will assess each student's current skills and levels of attainment, working independently, when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the student may have a disability and if so, what reasonable adjustments the school may need to make.

Teachers will regularly assess the progress of all students and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress (fails to reach expected targets)

This may include progress in areas other than attainment, for example, wider development or social needs.

The individual special educational needs of students are identified within their EHCP and regularly assessed and personalised learning programmes are delivered and carried out in collaboration with parents, carers, specialist staff and the relevant support agencies. All students, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

Appropriate provision is implemented as part of the school's approach to meeting our students' individual needs.

We expect that all our students will meet or exceed the high expectations set for them based on their individual needs and starting points. We will use our best endeavours to give all our students the individual support they require. Appropriate technology, resources and services exist to support an appropriately differentiated and personalised curriculum.

We make the optimum use of support staff and to ensure that a range of effective support strategies are used. Continued professional learning support staff to develop their expertise in meeting individual needs, to differentiate effectively and to include consideration for individual learning needs in all aspects of curriculum planning.

We ensure that students are enabled to express their views and are fully involved in decisions which affect their education and future lives. Ambitious educational and wider outcomes will be set for them, together with parents.

If a student is joining the school and are known to external agencies then the school will work in a multi-agency way to make sure we get relevant information before the student starts at school, so support can be put in place as early as possible.

7.2 Consulting and involving students and parents

The school will put the student and their parents at the heart of all decisions made about special educational provision beyond Carwarden.

When we are aiming to identify the type of provision post 16/19, we will have an early discussion with the student and their parents. These conversations will make sure that:

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

7.3 The graduated approach to SEN support in the context of a special school

All our students have been identified as having SEN and have an EHCP. We take action to remove any barriers to learning and put effective specialist provision in place to meet individual needs. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. **Assess**

The EHCP will be reviewed regularly (at least annually) to help make sure that the support in place is matched to the student's needs.

If necessary, the school will engage other professionals to review or re-assess the student's needs.

2. **Plan**

In consultation with the parents and the student, the teacher and Leadership team will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the student will be made aware of the student's individual needs, the outcomes sought (including those identified in the EHCP), the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system [SIMS], and will be made accessible to staff.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. **Do**

The student's tutor or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENCO will support the teacher in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. **Review**

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and students
- The level of progress the student has made towards their outcomes
- The views of teaching staff who work with the student
- The teacher will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents.

7.4 Levels of support

Education, health and care (EHC) plan

The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought.

All the students at Carwarden have EHC plans. The provision for all our students will be funded from the school's notional budget, including both place and top up funding. The level of top up funding is determined by a banding agreement with the child's needs as criteria.

On the census these students will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students by:

- Tracking students' progress, including the use of provision maps as appropriate
- Using student questionnaires
- Monitoring by the SENCO and Leadership team
- Holding annual reviews for all students
- Getting feedback from the student and their parents

8. Expertise and training of staff

Training (including SEND specific training) will regularly be provided to all teaching and support staff. The Headteacher and Professional Effectiveness lead will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

9. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every student. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Educational psychologists
- Occupational therapists / physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Mental Health practitioners
- Inclusion officers
- Social services

10. Complaints about the school's provision

Where parents /carers have concerns about our school's provision (and specifically in relation to meeting their child's needs), they should first raise their concerns informally with their child's tutor. We will try to resolve the complaint informally in the first instance, identifying if support from SLT is needed. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the student themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

11. Monitoring and evaluation arrangements

11.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of students with SEND at the start of the autumn term
- Students' progress and attainment once they have been identified as having SEND
- Whether students with SEND feel safe, valued and included in the school community
- Comments and feedback from students and their parents

11.2 Monitoring the policy

This policy will be reviewed by Student Progress Committee **every 2 years**. It will also be updated when any new legislation, requirements or changes in procedure occur during the interim.

It will be approved by the full Trustee Board.

12. Links with other policies and documents

This policy links to the following documents:

- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting students with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy