

**CROMWELL ACADEMY  
SPECIAL EDUCATIONAL NEED AND DISABILITY (SEND)  
POLICY**



## **Definitions of Special Educational Needs and Disabilities (SEND) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## **COMPLIANCE**

This policy complies with the statutory requirement laid out in the revised SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010
- SEND Code of Practice 0 – 25 (2014)
- ACES Trust SENDA Policy
- Accessibility Plan
- Safeguarding Policy
- Teaching & Learning Policy
- Teacher Standards 2012

## **OUR PHILOSOPHY**

**We value the individual and seek to enable every child to achieve his or her full potential. We believe that children with SEND should have their needs fully met and be offered complete access to a broad, balanced, inclusive and fulfilling education.**

## **OUR AIMS**

At Cromwell Academy we aim:

- To enable every pupil to succeed as fully as possible
- To promote individual confidence and a positive attitude
- To ensure that all pupils, whatever their special educational needs, receive a full educational through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- To give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is practicably possible
- To identify, assess, record, and regularly review pupils' progress and needs
- To involve parents/carers in planning and supporting at all stages of their child's development
- To work collaboratively with parents/carers, other professionals and support services
- To ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

## **OBJECTIVES**

- **Staff members seek to identify the needs of pupils with SEND as early as possible**

We will gather information from parents/carers, education, health and care services and early years settings prior to the child's entry into the school.

- **Monitor the progress of all pupils in order to aid the identification of pupils with SEND**

Continuous monitoring of those pupils with SEN by their teachers, the SENDCo and SLT will help to ensure that they are able to reach their full potential.

- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the curriculum.**

This will be co-ordinated by the SENDCo, Director of SEND and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are provided for.

- **Work with parents/carers to gain a better understanding of their child, and involve them in all stages of their child's education.**

This includes supporting them in terms of understanding SEND procedures and practices, providing regular feedback on their child's progress and signposting to relevant support agencies.

- **To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.**

This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and after school clubs.

- **Provide support and advice for all staff working with special educational needs pupils.**

Staff receive ongoing support and training to help them to understand and support the needs of the children in their care.

- **Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.**

Some of these services include the Specialist Teaching Team Service (STT), Educational Psychology Service, Speech and Language Therapy Service and Children and Adult Mental Health Service CAMHS.

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The SEND Code of Practice recognises four broad areas of need which give an overview of the range of needs which should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

Pupil's needs are identified by considering the needs of the whole child, this will include not just the special educational needs of the child, but other needs too.

<b><i>Area of Need:</i></b>	<b><i>Examples of type of need (not exhaustive):</i></b>
1. Communication and interaction	Speech, Language and Communication Needs Autistic spectrum disorder (ASD) Social Interaction Difficulties
2. Cognition and learning	Learning Difficulties Specific learning difficulties e.g. Dyslexia

3. Social, Emotional and Mental Health Difficulties	Attention Deficit Disorder Attention Deficit Hyperactivity Disorder Attachment Disorder Depression
4. Sensory and/or physical Needs	Hearing Impairment Visual Impairment Physical Disability

## **A GRADUATED RESPONSE TO SEND**

The Code of Practice (2014) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

### **Quality First Teaching**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be closely monitored by staff in order to gauge their level of learning and any possible difficulties.
- b) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision that is needed.
- c) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- d) Through (b) and (c) it can be determined which level of provision a child will need going forward.
- e) Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school. Parent's evenings are used to monitor and assess the progress being made by children.

### **SEND Support**

Where it is determined that a pupil does have SEND, parents/carers will be formally advised of this and the decision will be added to the SEND List or Support List. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

#### **Assess – Plan – Do – Review**

This is an ongoing cycle to enable the provision to be SMART and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those actions which are the most effective in supporting the

pupil to achieve good progress and outcomes.

### Assess

When deciding whether to make Special Educational Provision the teacher and SENDCo consider information about the pupil's progress alongside national data and expectations of progress. This data includes formative assessment at benchmarking points, ongoing termly teacher assessment and early assessment materials.

Teachers and the SENDCo refer to 'Levels to trigger a referral to the SEND List' to inform the decision.

### Plan

The child will be placed on the SEND List or Support Register and their needs will be planned for in a meeting with the class teacher, pupil and parents/carers, when an ADPR (Assess, Plan Do, Review) will be written and the pupil's needs planned for. This could involve small group work, the use of supporting materials such as pencil grips or writing slopes or seeking advice from external agencies and professionals.

### Do

The provision planned is put in place. If outside agency support is required, this will be discussed with the SENDCo. The teacher will plan to ensure that the pupil has opportunities to address target areas on a weekly basis and the teacher will record the outcome of this. This evidence is monitored by the SENDCo.

### Review

The ADPR (Assess, Plan Do, Review) targets will be reviewed termly by the teacher, pupil and parents/carers and in conjunction with termly assessments, where appropriate. New targets will be written together with the pupil and parents/carers, beginning the cycle again.

If deemed appropriate a pupil may be placed on the Monitoring List as they no longer require ADPR provision. If a pupil has a formally diagnosed SEND they will remain on the SEND List although an APDR may not be deemed necessary at that time.

## **REFERRAL FOR AN EDUCATION AND HEALTH CARE PLAN (EHCP)**

If a child has lifelong or significant difficulties, they may undergo the Statutory Assessment Process which is usually requested by the school but can be requested by a parent/carer. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for

an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents/Carers
- Teachers
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

- Following Statutory Assessment, an EHC Plan may be provided by Cambridgeshire County Council, if it is decided that the child's needs cannot be reasonably met by the support that is available within school.
- The school and the child's parents/carers will be involved in developing and producing the plan.
- Parents/carers have the right to appeal against the content of the EHC Plan.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil.
- The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **THE ROLE OF PARENTS/CARERS**

Partnership with parents/carers plays a key role in enabling children and young people with SEND to achieve their full potential. We recognise that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. We aim to work with parents/carers as fully as possible to support pupils' SEND needs.

## **THE ROLE OF THE CHILD**

Children and young people with SEND often have a unique knowledge of their own needs and their views about what help they would like to make the most of their education will be sort. They will be encouraged, where possible, to take part in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

## THE ROLE OF THE TEACHER

- Meeting with the SENDCo regularly to discuss additional needs and concerns and log any ongoing concerns via the school alert processes;
- including pupils with SEND in the classroom via quality first teaching, and to provide a differentiated curriculum, when appropriate. Teachers can draw on the SENDCo for advice on assessment and strategies to support inclusion;
- making themselves aware of the school's SEND Policy and procedures for identifying, monitoring and supporting pupils with SEND;
- meeting with parents/carers of pupils with SEND to plan and set targets;
- writing, reviewing and collecting evidence for ADPR provision

**Teaching Assistants** work as part of a team with the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEND within the school learning environments and areas.

## THE ROLE OF THE SENDCo

The SEND Co-ordinator is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision for children with SEND
- Liaising with and advising fellow teachers
- Overseeing the records of children with SEND.
- Liaising with the parents/carers of children with SEND.
- Contributing to the CPD of staff.
- Liaising with outside agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.

The Director of SEND for ACES Academies, which Cromwell Academy is part of, is Mrs Rebecca Bierton.

The SENDCo and Deputy Head is Mrs Lauren Blyth.

## THE ROLE OF GOVERNORS

Governors play a major part in school self-review. In relation to SEND, members of the governing body will ensure that:

- they are involved in the development and monitoring of the school's SEND policy, and that the school as a whole will also be involved in its development



- SEND provision is an integral part of the School Development Plan
- the quality of SEND provision is regularly monitored

## **THE ROLE OF THE HEADTEACHER**

The Headteacher, Mrs Hannah Connor-James, has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the Director or SEND and SENDCo
- the deployment of all special educational needs personnel within the school
- has overall responsibility for monitoring and reporting to the governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as whole.

## **CHILDREN WITH ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

The identification and assessment of the special educational needs of children with English as a second language requires particular care. Where there is uncertainty about an individual child the teachers will look carefully at all aspects of the child'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 being used or are due to SEND. (See Policy and for EAL).

## **ADMISSIONS AND INCLUSION**

The SEND Code of Practice reinforces our commitment to inclusion:

We admit pupils with already identified special educational needs, as well as providing for pupils not previously identified as having SEND.

For admission we treat children with special educational needs but without statements as fairly as all other applicants based on the LA's admission criteria.

We admit all pupils with a Statement of Special Educational Need or Education and Health Care Plans where the parent/carer identifies our school as their preferred choice. Only in exceptional circumstances where the 'child's inclusion would be incompatible with the efficient education of other children' (SEND Code of Practice Para 1.36) may the parental wish be refused.

## EVALUATING SUCCESS

We evaluate the success of our SEND Policy in a number of ways:

By ensuring that:

- the culture, practice, management and deployment of resources in a school are designed to ensure **the needs of all children are met**;
- SEND needs are identified early through clear processes in place;
- Intervention is targeted and evidence based;
- Provision is child focused;
- Educational professionals and parents work in partnership;
- ADPR provision is reviewed with parents/carers termly.

At all times, our aim is to maximise the potential of all our children, whatever their needs. We strive to work closely with parents to ensure this happens.

If parents/carers feel this close liaison has not worked, or they feel that we have not dealt with a Special Needs issue thoroughly enough, we have an official Complaints Procedure.

Naturally we hope to be able to resolve problems by discussion within school. However, where concerns cannot be resolved locally, the formal Complaints Procedure can be initiated (see Complaints Procedure Policy).