

Date: September 2021

To be reviewed annually

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision (Code of Practice 2014)

How does the school know if a child has a special educational need?

We know pupils need help if:

- Concerns are raised by parents/carers, teacher or the pupil's previous school
- Tracking of attainment outcomes indicate a lack of progress
- Pupil observation indicates that they have additional needs in one of the four areas:
 - 1) Communication and interaction
 - 2) Cognition and learning
 - 3) Social, mental and emotional health
 - 4) Sensory/physical needs
- A pupil asks for help
- A pupil receives a diagnosis from an outside agency

What should I do if I think my child has special educational needs?

- Firstly, contact your child's year Home Liaison. The school number is 01782 973760.

The year tutor will speak to the necessary subject teacher. This may result in a referral to the special educational needs co-ordinator (SENCo)

- The Special Educational Needs Co-ordinator is Mrs Kelly Wainwright who can be contacted on 01782 973760 and whose email address is KWainwright@cedarsnewcastle.staffs.sch.uk
- All parents will be listened to. Their views and aspirations for their child will be central to the assessment and provision that is provided by the school.

How will the school support my child?

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners
- Pupils with a disability will be provided with “reasonable adjustments” in order to increase their access to the curriculum.
- Pupils who are failing to meet expected levels of progress are identified and their progress is discussed in meetings between any two or more of the following: the SENCo, the subject teacher, the Home Liaison or the leadership team.
- Provision is determined using the continuous assessment cycle:



If the review of the action taken indicates that “additional to and different from” support will be required, parents will be informed that the school considers their child may require further SEN support.

- SEN support will be recorded on an Individual Learning Plan that will identify a clear set of expected outcomes
- Progress towards these outcomes will be tracked and reviewed termly with the parents and pupil
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions and quality whole class teaching, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Special Educational Needs Support Service (SENSS)

2. Dyslexia Centres

3. Autism Outreach Team

4. Hearing Impairment team

5. Visual Impairment team

6. Educational Psychologist Service

7. Educational Welfare Officer

8. Physical and disability support service

9. Social Services

10. School Nurse hub

11. CAMHS (Child & Adolescent Mental Health Service)

12. SaLT (Speech and language Therapy)

How will the curriculum be matched to my child’s needs?

- Teachers plan using pupils’ achievement levels, differentiating work to match the ability of pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition, they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.
- Students may have individually tailored timetables to suit their needs including a reduced timetable, alternative provision outside the school or one to-one tuition after normal hours.

What additional support for learning is available at CEDARS?

All Students	Some students
<ul style="list-style-type: none"> ✓ High quality teaching differentiated to meet individual needs ✓ High quality marking and feedback ✓ Access to enrichment activities ✓ Pastoral support ✓ Regular assessment and progress tracking ✓ Careers guidance ✓ Additional adult support in lessons ✓ Enhanced pastoral care 	<ul style="list-style-type: none"> ✓ 1:1 additional tuition ✓ Specialist support, including support from outside agencies ✓ Intervention /support from the SEN Team ✓ Pastoral support programmes ✓ Multi-agency intervention ✓ Counselling ✓ Diagnostic assessment

How will I know how my child is progressing?

- Every day you will receive a Daily Report card via email
- Every term you will receive a full report informing you about your child’s progress, comparing their current attainment with their target grade. You will also be informed about their behaviour and effort.
- Opportunities are given for you to discuss your child’s progress at the Parent/carers evening in the Spring Term

How are pupils’ medical needs supported?

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with medical practitioners, parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by the school nurse as competent. All medicine

administration procedures adhere to the A policy and DfE guidelines included within Supporting pupils at school with medical conditions (DfE) 2014

What support is there for my child's overall well-being?

- We have a robust safeguarding policy and protocol in place. Student's health and well-being are a paramount concern.
- A Personal, Social, Health and Economic (PSHE) curriculum is taught that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- All students have access to pastoral care, provided by their Home Liaison.
- When appropriate, the school secures additional support for students from other agencies
- We have a robust anti-bullying policy and procedures to address any incidents
- The school employs a number of qualified First Aiders
- Where appropriate we initiate EHA (Early Help Assessments)and work closely with Health and Care practitioners to ensure students are provided with co-ordinated support
- Pupil and parent voice mechanisms are in place

What training do the staff supporting children and young people with SEN undertake?

There is ongoing sharing of good practice through regular staff briefings, meetings and feedback/advice by the leadership team.

The SENCo attends termly SENCo updates and has achieved the SEN Coordination award.

The school has regular access to advice from specialist teachers, the Autism Outreach Team or the Educational Psychologist.

How will my child be included in activities outside the classroom including school trips?

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

How accessible is the school environment?

- Car parking is available very close to the entrance of the school.
- There is a disabled toilet available for pupils, staff and visitors.
- There is a ramp down to the outside area

How will the school prepare and support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupil's transition:

- Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.

- Accompanied transition days to a new school will take place For SEN pupils transferring to or from other schools, the SENCos of both schools will liaise in order to ensure a smooth transition

How does the school allocate and match resources to children's special educational needs?

Where the school receives funding to respond to the needs of pupils with SEN or where it might allocate part of its own budget the funding is used to provide:

- In-class support from teaching assistants
- Specialist support from teachers, e.g. 1:1 tuition
- Bought in support from external agencies, e.g. Autism Outreach or the Educational Psychologist
- Provision of specialist resources, e.g. assessment software
- Staff training relating to SEN
- Specialist equipment

How is the decision made about how much support a pupil will receive?

For pupils with SEN but without an Education, Health and Care Plan, the decision regarding the support required will be taken at joint meetings which may involve the head teacher, SENCo, teacher and parent. For pupils with an Education, Health and Care Plan, this decision will be reached when the plan is being produced or at the annual review.

How are parents of children with special educational needs involved in the education of their child?

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services.

How is SEN provision evaluated?

The monitoring and evaluation of the effectiveness of our provision for our students with additional needs is carried out in the following ways:

- classroom observations by Senior Leaders
- ongoing assessment of progress
- work sampling
- informal feedback from all staff
- learner progress tracking using assessment data
- attendance records and liaison with EWO
- regular meetings about learners' progress between the SENCO and subject teachers
- The head teacher's reports to the Management Committee

Where can I get further advice and information?

Parent Partnership Service:

<https://www.staffs-iass.org/home.aspx>

SEN support offered throughout Staffordshire:

<http://helpyourself.staffordshirecares.info/kb5/staffordshire/directory/home.page>

Below is the link to the Local Offer for Staffordshire County Council

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?directorychannel=5>