

CEDARS

Short Stay School

Policy Title	Special Education Needs
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CEDARS

Special Educational Needs Policy and Practice

At Cedars we believe that:

- All young people are valued and included regardless of abilities, needs and behaviours
- All young people are entitled to a broad, balanced and enriching curriculum which adapts as appropriate to meet individual needs
- All our teachers are teachers of students with special educational needs
- All our students can learn and make progress
- Effective assessment and provision for students with SEND will be secured in partnership with parent/carers, student, Local Authority and other partners
- Maintaining students' safety and wellbeing is central to their development

And our objectives are to:

- Ensure that students at Cedars with SEND achieve their full potential
- Work in partnership with parents/carers/ teachers, Governors and appropriate agencies in the best interests of SEND students
- Maintain the closest possible common policies and practice with institutions our students transfer to and from
- Follow the national Code of Practice

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 educational 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 which 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.

At Cedars we make provision for students with needs that include:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

How does Cedars determine if special provision is required?

We identify students that need help when:

- Concerns are raised by parents/carers, teachers, and previous schools
- Tracking and attainment outcomes indicate a lack of progress
- Pupil observation/testing indicates that students have additional needs in one of these areas:
 - Learning difficulties
 - Communication difficulties
 - Specific learning difficulties
 - Physical difficulties and/or medical needs
 - Sensory difficulties
 - Behavioural, emotional and social difficulties including mental health

In addition to the assessment of progress carried out by class teachers, students can be assessed in specific areas such as reading, spelling and comprehension by trained staff at the school. Should specialist assessment be required, then appropriate outside agencies are involved, though only with parental consent.

How do parents/carers raise concerns about their child's progress?

In the first instance, concerns would normally be raised with form tutors, subject teachers or mentors. This may result in a referral to an outside expert agency. More general concerns can also be raised with our SEN Governor Andrew Pickett who can be contacted through the Clerk of Governors.

We work hard to build positive, working relationships with our parents/carers. All parents/carers will be listened to. Their views and their aspirations for their child will be central to the assessment and the provision that is provided by the school.

What sort of support does Cedars provide?

All pupils will be provided with high quality teaching that is differentiated to meet their learning needs. Where necessary, pupils will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum. The quality of teaching is monitored through a number of processes that includes:

- Classroom observation
- Ongoing assessment of progress made by students in specific intervention groups
- Work sampling on a regular basis
- Scrutiny of planning
- Teacher interviews with the senior leadership team
- Pupil and parent feedback when reviewing target attainment
- Whole school pupil progress tracking
- Attendance and behaviour records
- Head teacher's report to parents/carers and Governors
- PEPs

All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. Pupils' attainments to meet these targets are then tracked using the whole school tracking system. Pupils who are failing to make at least expected levels of progress are identified very quickly and will be discussed in regular meetings. Progress towards these outcomes will be tracked and reviewed regularly with the parents/carers and the pupil.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, 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:

- Special Educational Needs and Inclusion Service (SENIS)
- Behaviour Support Service
- Hearing Impairment team
- Visual Impairment team
- Autism Inclusion Team
- Educational Psychologist Service
- Educational Welfare Officers
- Social Services
- School Nurse
- CAMHS (Child & Adolescent Mental Health Service)
- Physical and Disability Support Services (PDSS)
- Occupational Therapy

- North Staffs Mind Counselling Services

For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

How are the school's resources allocated and matched to individual student needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); dedicated SEN funding to support the first part of any additional provision, based on general student numbers and Pupil Premium funding for pupils who meet certain eligibility criteria. In addition, for those pupils with the most complex needs, the school may bid for and be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teachers
- Small group support from teaching assistants/mentors e.g. nurture groups, literacy and numeracy support
- Specialist support from teachers e.g. one to one tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support
- Provision of specialist resources, e.g. assessment software
- CPD relating to SEND for staff

How is the curriculum matched and adapted to individual student needs?

Teachers plan their lessons using pupil's achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom. When a pupil has been identified as having special educational 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 the use of specialist equipment or resources, ICT and/or additional adult help.

At times it may be appropriate to dis-apply parts of the curriculum to facilitate one to one support or provide a more appropriate experience and in Key Stage four the choice of subjects is organised to provide not just a range of subjects, but also courses with different assessment methods and/or levels of demand.

Classes are timetabled to ensure full access to resources irrespective of student need and senior staff work closely with tutors and special needs staff to adapt the timetable of some students to maximise their progress.

How are students included in activities beyond the classroom?

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate
- If a health and safety risk assessment suggests that that an intensive level of one to one support is required a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff
- Specialist transport is arranged where necessary to guarantee full access

How accessible is the school environment?

Cedars is based in two separate buildings in compact mature grounds. The site is fully accessible to wheelchair users, with ramps to all the main areas of both buildings. Where lessons are timetabled is influenced by the particular needs of any of our students or staff to ensure full access.

Spacious parking bays and fully equipped toilet facilities are available.

Printed materials are prepared with accessibility in mind, and where a student's assessment of need suggests, specialist materials are prepared.

We recognise that an increasing number of our students have neuro-diverse and/or complex needs and the school environment has been adapted to reduce sensory overload. For example, this includes blinds to control light levels and reduce reflections or outside distractions; low ceilings and carpeted floors to reduce noise levels; a quiet room for break and lunchtimes to provide a calm place for pupils to relax; and ASD/ADHD friendly resources including movement breaks, fidget toys and wobble cushions to support concentration.

What support is provided for students' overall well-being?

We are an inclusive school; we welcome and celebrate diversity. All of our staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children; led by teachers, mentors and senior staff.

The mentor would be the parents/carers' first point of contact and if further support is required the teacher liaises with the Lead Mentor or SENCo, Rosey Whalley, for further advice and support. This may involve working alongside outside agencies, such as Health and Social Services, Special Educational Needs Support Services, Educational Psychologist, CAMHS or the North Staffs Mind Counselling Service.

A full programme of PHSE is provided for each year group and student voice is clearly expressed through and active school council.

If students have a particular medical need then a detailed Health Care Plan is compiled by the School Nurse in partnership with parents/carers and where appropriate, the student themselves. Staff who provide medicine administration complete training that is overseen by the School Nurse and follow the Local Authority/DfE guidelines included within "Supporting Pupils at School with Medical Conditions – Statutory Guidance" (Feb 2014)

How are parents/carers kept informed? Parental Involvement

All parents/carers receive information about the attainment and progress of their children through regular Student Progress Checks. These take place at the end of each half term, ~~are available both,~~ and inform mentoring discussions with teachers and mentors.

There are regular meetings and a parents/carers' evening once a year for every year group to facilitate face to face meetings between parents/carers and teaching staff and additional meetings as required.

In addition, all students with an Education, Health and Care Plan have a formal review meeting to discuss progress and targets involving parents/carers and other agencies involved in their provision and all parents/carers of students with identified special educational need have the opportunity to meet with specialist staff by request.

We actively encourage dialogue between parents/carers and staff and regular contact between home and school through meetings, email or telephone conversations helps to inform efficient support and interventions for all students.

What expertise and training have the staff had to support students with SEND?

School staff have received a range of training at three levels; awareness, enhanced and specialist.

Awareness training has been provided to staff on:

- How to support pupils with a diagnosis of dyslexia
- How to support pupils on the Autistic Spectrum
- How to support pupils with ADHD
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties
- How to support students with attachment and trauma disorders
- How to support students through Emotion Coaching

Enhanced training has been provided to the teaching assistants on:

- Better Reading Programme
- Understanding phonic and spelling acquisition
- Supporting students with BESD

Two staff have completed specialist training to become Emotional Literacy Support Assistants (ELSA).

The school has visits from SENIS specialist teachers who are able to provide advice to staff on how to support the success and progress of individual pupils, including access arrangements for exams.

The Governor with specific responsibility for SEN has access to the SEN Governor training

How does Cedars support students transferring to or from another institution?

A number of strategies are in place to enable effective transition of students to and from Cedars. These include:

On entry:

- Meetings between special needs staff of students and those at Cedars to discuss the particular needs of students who are transferring
- Attendance of Cedars staff at the final EHCP reviews of students who are transferring to Cedars
- Induction meetings involving both students and parent/carers
- Bespoke visits for students with particular special needs to help transition
- All school records are transferred from the previous schools

On leaving:

- Impartial and informed information advice and guidance is given to all students to inform their decisions about where they wish to go after their time at Cedars
- Students with an Educational Health and Care Plan consider appropriate progression routes as part of the formal review process
- Supported visits are arranged for students with particular need
- All student data is transferred within five working days of us receiving formal notification of a transfer to another school or college.

How is SEND provision evaluated?

The quality of our SEND provision is evaluated on several different levels in line with the school self-evaluation process. The outcomes of special needs students are also compared with those of the whole school. This document forms a framework for active dialogue with senior members of staff and identifies areas for further development. The Deputy Head is responsible for monitoring the quality of experience of SEN students and associated work of teaching assistants. Senior staff regularly monitors the quality of teaching experience of students in lessons and on a three year cycle all departments are subject to a formal in-depth review. Our SEND provision is fully included in this process.

What is the procedure to deal with complaints?

The procedure for dealing with complaints follows the same process whether the complaint relates to special educational needs or any other aspect of the work of the school.

In the first instance, issues should be raised with a student's mentor, Lead Mentor or SENCo, Rosey Whalley. If the issue remains unresolved, it would be considered by another one of the Senior Leaders and then the Head Teacher Pam Clulow. Should the problem remain, the SEN Governor Andrew Pickett or Chair of Governors Phill Evans would be involved.