

SEND

2021/22

Cantell
SCHOOL



Special Educational Needs and/or Disability (SEND) Policy

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Approval Level:	Whole Governing Body
Approved by Governing Body:	
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Academic excellence | Exciting teaching & learning
Life-changing opportunities | A richly diverse community*

Purpose and Background

This SEND policy details how Cantell School will identify and make necessary provision for any student who has special educational needs and/or disabilities. The school will have due regard to the Special educational needs and disability code of practice: 0-25 years, when carrying out its duties towards all students with SEND.

Definition of Special Educational Needs

The term 'special educational needs/and or disability' is used if children have a learning difficulty which calls for special educational provision to be made for them.

A 'learning difficulty' means one or more of the following:

- a student has a significantly greater difficulty in learning than the majority of children of the same age
- a student has a disability which prevents or hinders them from making use of educational facilities, of a kind generally provided for children of the same age, in schools within the area of the local authority; or
- a student is under compulsory school age and would fall into one of the categories above if special educational provision was not made for them.
- a student has a disability as defined by the Disability Act 1995: 'a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'.

Students identified with special educational needs may or may not have a disability and disabled students may or may not be identified as having special needs.

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

Objectives of this Policy

- to inform the school's admission policy with regard to SEND
- to identify key personnel, their roles and responsibilities
- to explain how students with SEND are identified
- to explain SEND categories of need
- to explain the Code of Practice Need Levels
- to outline the provision for students with SEND
- to outline the complaints procedure

Admissions

Cantell School strives to be a fully inclusive school. We acknowledge the range of issues to be taken into account in the process of development. A wide range of students are admitted annually, including those with SEND, in accordance with the Local Authority (LA) Admissions Policy.

According to the Education Act 1996 (Section 316), if a parent of a child with an Education, Health and Care plan wishes to have their child educated in a mainstream school, the LA must provide a place. This must happen unless this placement is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Key Personnel

The SEND Coordinator (SENCo), working in collaboration with the Deputy Headteacher and the Governing Body, plays a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise achievement of students with SEND.

The key responsibilities of the SENCo include:

- overseeing the day-to-day operation of the school's SEND policy
- liaising with, and advising staff on SEND matters and contributing to staff training
- leading and managing the SEND team of Learning Support Assistant, alongside the EAL Co-ordinator coordinating provision for students with SEND
- liaising with parents
- liaising with external agencies
- maintaining accurate records including SEND register and interventions
- leading and managing provision for students with an Education, Health Care Plan

Members of the Pastoral Team, including Year Leaders, Safeguarding Lead, Alternative Provision Lead and Emotional Well-being Lead, will work with the SENCo to implement the school's SEND Policy.

Identification of need

To assist in the identification of students who have SEND, the school will:

- liaise with feeder primary schools and make full use of the information passed to them.
- use a range of assessments for all students on entry to school. The results of these assessments can give an early indication of need not previously recognised
- be responsive to expressions of concern from staff, parents and the students themselves, and have clear procedures in place for staff referral (see Appendix 1)

The identification and assessment of special educational needs of young people whose first language is not English requires particular care. The school will look carefully at all aspects of a student's performance, to establish whether the problems they are experiencing are due to their stage of acquisition of English, or from special educational needs, and will arrange appropriate provision.

Categories of Special Educational Need

SEND practice does not assume that there are neatly defined categories of special educational need, but recognises that children's needs and requirements fall into the following broad areas.

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

Students' educational need can then be further categorised into specific learning difficulties or needs.

Speech, Language and Communication Need (SLCN)

Speech and Language difficulties usually fall into one of three categories: expressive disorders, where children find it difficult to express their thoughts and feelings through speech and/or writing; auditory processing difficulties, where students find it hard to make sense of what they hear, or process what has been said; receptive disorders, where children have problems understanding certain aspects of speech – for example confusing similar words, or misinterpreting instructions.

Autistic Spectrum Disorder (ASD)

Students who are diagnosed with Autism or Asperger's Syndrome will require specific provision to enable them to achieve at school. They often find social situations difficult and communication can be difficult. Some students with ASD find change difficult and can show challenging behaviour when anxious or when situations change. They can take language very literally and often find it difficult to express their emotions and thoughts.

Moderate Learning Difficulties (MLD)

A student may have difficulty in acquiring new concepts or remembering newly acquired skills. They may be unable to participate in tasks requiring them to use imagination or to follow group instructions. They may have a short concentration span and become easily distracted. They may have difficulty following texts which their peers can read, or in mastering basic number concepts.

Specific Learning Difficulties (SpLD)

A student in this category will have an uneven profile of strengths and weaknesses; this may include a diagnosis of dyslexia, dyspraxia or dyscalculia. There is usually a disparity between their practical and verbal abilities and their ability to acquire some, or all, literacy or numeracy skills, or have difficulty with co-ordination, handwriting or motor skills.

Social, Emotional and Mental Health (SEMH)

This can include students with a wide range of needs, often including those who are diagnosed with ADHD, ODD or other mental health issues; those who are experiencing emotional issues outside of school, or who, for a range of reasons, are disengaged from education. These students may show challenging behaviour in school, have frequent or prolonged absences, or become withdrawn. They are often at risk of underachieving academically, unless suitable provision is identified and implemented.

Physical Impairment (PD)

This term covers a very wide range of physical and medical conditions including mobility difficulties. Any students with a physical impairment (this includes physical, mobility and medical conditions) will be monitored by the SENCo and appropriate measures will be put in place to ensure their needs are met. This information will be shared with all staff involved. The provision will be included in a support plan, shared with students and parents and will be reviewed regularly.

Hearing Impairment (HI)

Hearing impairment may be recognised in students who are slow to react, and who watch carefully to see what others are doing. They may watch faces intently and become overanxious about understanding the task. They may keep asking to repeat what was said and may either shout or whisper when talking.

Visual Impairment (VI)

Visual impairment is a partial or total lack of vision in one or both eyes. Colour blindness is not deemed a visual impairment – although it is useful for the teacher to know if this problem exists. A student with vision problems may have watery, itchy and/or red eyes and keep blinking rapidly. They may squint or peer at their work or appear clumsy, bumping into things or missing a catch. They may write in large letters, not on the line, or complain of not being able to see the board. They may not like strong light or glare.

Graduated Approach

When a young person is identified as having SEND, the school will follow the graduated approach, implementing the Assess, Plan, Do, Review cycle to provide support and intervention as required.

SEND Support (K)

Students who are recognised as having a learning need or disability are monitored by the SEND team, alongside the teaching staff. Quality first teaching is essential in supporting these students to achieve; therefore each student has a support plan. Additionally, these students may receive intervention from the SEND team or wider Pastoral team. Students may also be referred to appropriate agencies for further support. The external specialist may act in an advisory capacity, provide specialist assessment or be involved in teaching the student directly.

Education, Health and Care Plan (EHCP)

For a few students, the help given by the school may not be sufficient to enable the student to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies, to consider whether to apply for an Integrated Assessment for an Education, Health and Care Plan. If an application is agreed, then various agencies collaborate to assess the student's needs and agree specific targets and provision. An EHCP is a legally binding document that can only be altered if approved by the LA after a formal review. If an EHCP is issued, it will identify the provision the school needs to make to meet the student's needs. A student has set targets to achieve which must be reviewed annually (or more often as needed). Provision and targets are reviewed and altered as required to enable the student to achieve. The school will work closely with other agencies to review the EHCP.

Provision for Students with SEND

Provision for students with SEND is a matter for the school as a whole. In addition to the responsibilities of key personnel and the wider SEND team, all teachers are teachers of students with SEND.

Central to this is the work of the class teacher. The majority of students will learn and progress within the provision of quality first teaching¹. However, for some students there may be a need to provide an increased level of provision that supports and enhances their learning.

The school uses a graduated approach to meeting the needs of students with SEND. Appropriate provision is extensive and mapped according to need. The provision is reviewed periodically and is subject to available funding. Some examples of SEND provision are:

- an individual support plan providing useful strategies to support the student in class
- full-time education in class, with additional help and support by class teachers through a differentiated curriculum
- periods of withdrawal to work with a support teacher or learning support assistant
- in-class support from a learning support assistant
- in-class support from a qualified teacher
- access to specialist provision or resources e.g. the Support Hub, Cantell Alternative Pathways
- targeted interventions to focus on a student's needs e.g. maths, literacy
- targeted interventions to focus on emotional or social needs
- making reasonable adjustments to a student's timetable or curriculum to enable access and participation without compromising the student's entitlement
- Access arrangements to support with examinations
- support from external agencies e.g. educational psychologists, speech and language, CAMHS

The link governor for special educational needs meets regularly with the SENCo to monitor the quality of provision for students with learning difficulties and/or disabilities.

¹ School expectation of lessons that are Good or better and include a wide range of teaching strategies to differentiate for, and support students' needs.

Monitoring the progress of students with SEND

Teachers may conclude that the strategies they are currently using with a student are not having the desired impact on the student's learning. In these circumstances, they will consult with a member of the SEND team to review the strategies being used and the way in which these might be developed. Progress is a crucial factor in determining the need for additional support.

The school will record the steps taken to meet a student's individual needs. This is in the form of a provision map. A record of this is to be held on SIMs, the school electronic information management system. The SEND team is responsible for the secure storage and maintenance of students' SEND records.

Treatment of complaints concerning students with SEND

If a parent/carer or other person has a concern or complaint we would like to be informed about it as soon as possible, in order that it can be investigated properly. We welcome suggestions for improving the provision we offer. Any complaints, in the first instance, will be dealt with by the SENCo. Should this discussion fail to resolve the situation, further action should be taken in line with the school's Complaints Policy.

**SEN Learning Referral Process
Appendix 1**

Subject intervention

Where a teacher recognises that a student is underachieving, subject interventions need to be put in place to support the student. Teachers need to refer to a student's LASS test and Reading and Spelling ages (found in the AEN Support Information folder).

Referral form

If a teacher still has concerns, they must complete a referral form and pass it to the SENCo. Information needed includes:

- Learning concerns
- Current data
- Previous interventions
- Parental involvement
- Student discussion

Assessment of need

After receiving a referral, the SENCo will:

- Collate feedback from teachers, tutors and the Pastoral team
- Consider current Curriculum data and SEN data
- Investigate interventions from previous schools or wider AEN team
- Interview the student
- Discuss concerns with parents

SEN Learning Referral form

Student			Tutor group		
Subject			Year group / Set		
Teacher			Date		
Current level / grade		End of Year target		Underachieving?	
Learning concerns					
Previous intervention or support					
Parental involvement					
Student discussion					