



CALDEW SCHOOL STUDENT NEEDS POLICY

Policy legally required

Reviewed under Student Welfare and Guidance Committee

On school website

Reviewed annually

Adopted: September 2019

Next review: September 2020

NOTE: Caldew School is an Academy and where reference is made to school(s) this should be taken to refer to 'academy' in so far as the reference specifically applies to Caldew School.

Aims

- To provide an educational environment in which the learning of students with Special Educational Needs and those who are More Able is promoted, valued and included.
- To meet the needs of our students, as and when they occur, but within budgetary restrictions.

The application of this policy also forms a significant aspect of the school's response to the Public Sector Equality Duty introduced by the Equality Act 2010. In particular it adheres to the PSED requirement that all public bodies have due regard to the need to: eliminate discrimination; advance equality of opportunity; and foster good relations. It does so by setting out to ensure that all students, no matter what their abilities and aptitudes, or whether they belong to a group having the protected characteristics defined under the Duty, have the opportunity to develop their talents and gifts to the full as set out below. The publication of the policy also forms part of the specific duty on schools to demonstrate in what ways they are complying with the PSED.

1. More Able Students

The school's inclusion policy states a commitment to provide opportunities for any individual student and the implementation of this policy demonstrates a dimension of that commitment:

- To raise awareness amongst teachers of the needs of the more able.
- To create opportunities for our more able students to explore more demanding work across a range of subjects.
- To create a climate in school where more able students excel without fear of adverse peer pressure.
- To develop our more able students in a way that raises standards for all students.
- To encourage more able students from local primary schools to continue their education at Caldew School so that they reach their academic potential and access the best university education possible.

Definition

More Able students are those that:

- Join the school having achieved L5 or higher in both English and Maths during KS2 (current Year 11); for Year 7, 8, 9 and 10 students, we will use the new national benchmark
- Demonstrate during their time at Caldew that they are capable of achieving the highest possible grades in examinations

Identification

More Able students will be identified from their KS2 entry data in the first instance.

All staff will be made aware of the prior attainment of students and this information should be clearly identifiable in all mark sheets within SIMs and on SISRA.

Provision

Caldew School recognises that for all More Able students the main provision will inevitably be during normal lessons. The enthusiasm and expertise of all teachers and teaching assistants is therefore central to the quality of the service we provide. We will strive to enrich the provision which we make for our more able students in the following ways:

- Specific planning for the More Able students in schemes of work.
- Considering the needs of the More Able in arrangements for student grouping.
- Carefully tracking the progress of More Able Students and setting them appropriately challenging achievement targets.
- Working with our feeder primary schools in the early identification of More Able Students.
- Providing appropriate professional development for all teaching staff.
- Arranging a suitable programme of enrichment activities such as links with institutions of higher education.
- Involving parents and raising awareness of how they can help a More Able child.

Conclusion

Caldew School is committed to embedding a More Able focus into all subject areas. We will strive to ensure that any provision that we make leads to increased enjoyment of learning and that ultimately More Able students excel in examinations.

2. Students with Special Education Needs

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25. The Governing Body and staff of Caldew School are committed to ensuring that the necessary provision is made for any student who has special educational needs to enable them to achieve their potential. Students identified as having special educational needs will require special and/or individual provision, appropriate to their circumstance. All students share a common entitlement to a broad, balanced and relevant curriculum appropriate to their needs. We ensure that these students gain access to the curriculum and are afforded every opportunity to participate fully in the learning process. We always encourage them to perform to their highest capability and achieve success.

Objectives

- To ensure students who have special educational needs are identified and provided for
- To provide support and advice for all staff working with special educational needs students
- To ensure that students with special educational needs join in the activities of the school together with students who do not have special educational needs,

- To promote a greater level of achievement among students with special educational needs, including in external examination results,
- To establish partnerships between teachers, parents, other adults and students, both in and out of school, which will support the learning of students with special educational needs.
- To maintain a recording and reporting process that informs the planning for students with special educational needs.

Definition

A child or a young person has special educational needs or disability if:

- they have a significantly greater difficulty in learning than the majority of others of the same age, or
- they have 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

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

Identification of Special Educational Needs & Difficulties

The purpose of identification is to work out what action needs to be taken to meet a student's needs. We aim to identify students with SEND at the earliest possible point. The SENCO considers a range of information when identifying a student as having SEND. This may include:

- Assessment and progress data
- Information from primary school
- Literacy Tests.
- Discussions with parents and students
- Information from outside agencies
- Specialist assessments

Student will be identified as having SEND that matches one of four broad areas of need and support:

- communication and interaction
- cognition and learning
- social and emotional wellbeing
- sensory and/or physical needs

Where it is determined that a student does have SEND, parents will be informed and the student will be added to the SEND register at the 'SEND Support' level. Where appropriate, they will have a Pupil Passport that sets out what provision is put in place. These plans are written in partnership with students and parents and are reviewed twice per year.

Education, Health and Care Plan (EHCP)

If progress is still not achieved despite "intervention" a statutory assessment of special educational needs may be initiated. The decision to make a referral for an Education, Health and Care Plan will be taken at a review meeting. 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 not the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP. Following Statutory Assessment, an EHCP may be provided by Cumbria County Council. The school

and the child's parents will be involved in developing and producing the plan. Parents have the right to appeal against the content of the EHCP. Once the EHCP has been completed and agreed it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and student.

Provision – a graduated approach

We adopt a 'whole school approach' to special educational needs. The staff of the school is committed to identifying and providing for the needs of all children in a wholly inclusive environment. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. All our SEND students attend mainstream lessons, supported where appropriate by teaching assistants. The system is supported by close planning between the teacher and the teaching assistant, and informed by Pupil Passports. There are also literacy and numeracy intervention groups throughout KS3. It is not the policy of the school to dis-apply any part of the National Curriculum for any student because of special educational needs. Rather, we work with subject teams to make the curriculum accessible to all our students, including those with SEND. We also apply for Exam Access Arrangements and Exam Special Consideration for some students during Key Stage 4.

Students' progress is monitored regularly and individual SEND provision is then reviewed in light of this using the ASSESS – PLAN – DO – REVIEW cycle. This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the student change. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes. Parents and students are involved in this process at Pupil Passport and annual reviews. Students with medical conditions will have their needs met as outlined in the school's policy on managing the medical conditions of students. Detailed records will be kept of the provision students receive and their progress towards their targets.

Specialist Provision

A resourced provision for ASC students is located at Caldew School. Students are integrated into the life of the school as much as possible. After careful assessment and discussion students are given personalised learning pathways and access mainstream classes where appropriate. Students follow a broad and balanced curriculum in all year groups. At Key Stage 4 students have access to a range of courses that are matched to their ability and lead to appropriate qualifications including GCSEs. We encourage close working relationships with parents and communicate regularly in order to monitor progress and areas of concern. The decision to direct a student to the provision is made according to the entrance criteria, on the recommendation of the local area assessment officers and the school. Students who have severe or profound Autism can be considered for a place at the provision.

Transition

The SENCO will usually attend the annual reviews of statemented students in Year 5 and Year 6, and describe the transition to Caldew School at this meeting. We liaise closely with primary schools, parents and pastoral teams to prepare students and their Year 7 teachers for life in the secondary phase. At the same time, the advice of the Specialist Advisory Teaching Service or any other provider is requested, with particular reference to any peripatetic provision or resources. Transition arrangements at other key points in a student's educational career are also planned to ensure students are prepared for the next stage in their education and beyond.

Supporting Families

Parents will be kept informed about the special educational needs of their children in accordance with the recommendations outlined in the Code of Practice. The school will

actively seek the involvement of parents in the education of their children. It is recognised that the support and encouragement of parents is often the crucial factor in achieving success and this is particularly important with students who have special educational needs. Parents of students with special educational needs are always encouraged to contact the school to discuss their children. We work with a range of agencies to support students and families. Parents will always be informed when an external agency becomes involved with their child.

Training and Resources

In-service training needs related to special educational needs will be identified by the Head teacher in consultation with the staff and will be incorporated into the staff development plan. The school supports staff attending relevant SEND courses. The SEND department will provide guidance and advice on areas relating to SEND for staff across the school.

Monitoring and Evaluation

The school carefully monitors and evaluates the quality of its SEND provision. The school policy will be reviewed annually.

Arrangements for complaints

If a parent has any concerns or complaints regarding the care or welfare of their child, they should contact the Head teacher or SENCO, who will be able to advise on formal procedures for complaint.