



Ferndown  
Middle School

# CASTLEMAN ACADEMY TRUST

**POLICY :**

**SEND**

**Author: Chief Executive Officer**

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**Review Body: Trust Board**

**Date Adopted: 27<sup>th</sup> May, 2021      Review Date: Summer 2022**

**The School Addendum of this policy must be reviewed and tailored by each school and ratified by the School Standards Board (SSB)**

**School: Ferndown Middle School**

**Review Body: School Standards Board**

**Date Ratified: 16<sup>th</sup> June 2021      Review Date: Summer 2022**

## SEND Policy

Our policies refer to Senior Leaders. This can mean Executive Head Teacher, Head Teacher or Head of School.

This document is a statement of the aims, principles and strategies for the identification and management of children with special educational needs Castleman Academy Trust (CAT) schools. It is intended to provide a consistent framework and to ensure that all children have their needs met, allowing them to work towards their full potential. It should be read in conjunction with the school's policy for teaching and learning and the CAT Inclusion policy, as together these form a statement of the principles underpinning all the work of the School.

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) (2014) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- The Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975.

### Definition of Special educational needs (SEND)

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEN Code of Practice (DfES, 2014) says children have a learning difficulty if they:

- a) Have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- b) Has a significantly greater difficulty in learning than the majority of others of the same age.
- c) Has a disability which prevents or hinders a pupil from making use of facilities of a kind generally provided for others of the same age in mainstream schools within the area of the local authority.

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.

## Section One: School Beliefs and Values

### **Vision**

Castleman Academy Trust Schools are passionate about education and committed to ensuring that all children develop a thirst for learning, which ultimately leads to a love of learning, for life.

We want to our children to be successful learners, confident individuals and responsible citizens.

We are dedicated to delivering an educational experience in which children are nurtured, challenged and celebrated for their individual achievements. Regardless of their starting point, we wholeheartedly believe that every child can achieve, whether they have a special educational need or not. We are committed to inclusion within the school curriculum and participation in all aspects of school life (please refer to CAT Inclusion Policy). CAT Schools adopt a 'whole school approach' to special educational needs. With all teachers being teachers of SEN and all staff working in collaboration, to ensure the inclusion and progress of all pupils. CAT Schools are committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes, as well as supporting them with their transition to their next Key Stage and/or School and beyond. Our duty is to ensure our children grow up to be confident, caring and capable citizens of the future.

### **Aims**

We aim to:

- Ensure that all pupils with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing.
- Ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.
- Meet our statutory duties for students with EHC Plans.
- Ensure every student achieves his/her potential regardless of special educational needs and/or disabilities.
- Ensure that students are enabled to become independent, resourceful and resilient learners.
- Maintain on-going communication with parents, as they play a vital role in supporting their child's special educational needs and/or disabilities.
- Ensure the views of the individual pupil are considered when determining the nature of provision made.
- Ensure all pupils are offered full access to a broad, balanced and relevant education, including an appropriate curriculum.
- Ensure the SEND Code of Practice is given due regard; and cross referenced against Guidance on Inclusion and The Disability Rights Code of Practice for Schools.

### **Objectives**

**Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and feeder schools prior to the child's entry into the school. Effective transition procedures and communication between all is vital.

**Monitor the progress of all pupils in order to aid the identification of pupils with SEND.** Regular monitoring of those pupils with SEND by their teachers 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 SEN have full access to the National Curriculum.** This will be coordinated by the SENDCo and wider Inclusion Team and

will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

**Work with parents 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 reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.

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

**Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular one to one meetings with parents and teachers and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

## **Section Two: Roles and Responsibilities**

Provision for pupils with special educational needs is a matter for the Trust as a whole. The CAT Board delegates monitoring and evaluating the day to day SEND provision to School Standards Boards. In addition to the School Standards Board, Senior Leaders and SENDCo, all members of staff have important responsibilities.

***All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all pupils in their class, even where pupils access support from teaching assistants or specialist staff.***

### **Castleman Academy Trust:**

- Ensure schools follow SEND Policy
- Ensure schools have sufficient and appropriate resource to fulfil their responsibilities
- Monitor and evaluate SEND outcomes

### **School Standards Boards:**

- In partnership with the Headteacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of students with SEND.
- Will have a named SEND governor to monitor provision on behalf of the SSB.
- Ensuring, through the appraisal process, that the Headteacher sets objectives and priorities in the school development plan, which includes provision for SEND.
- Monitoring the policy through the school's self-review procedures.
- All governors are informed of the school's provision, including funding, equipment and staffing.
- Reporting annually to parents on the school's policy through the website.

### **The Headteacher:**

- Setting objectives and priorities in the school development plan, which includes SEND.
- Informing the School Standards Board.

## **SENDCo:**

- Disseminating information and raising awareness of SEND issues throughout the school.
- Is responsible to the Headteacher for the management of SEND provision and the day to-day operation of the policy.
- Managing and developing the roles of Learning Support Assistants, through training and Appraisal.
- Screening and identifying students.
- Co-ordinating provision for students.
- Supporting the teaching and learning of students with SEND.
- Keeping accurate records of all students with SEND.
- Drawing up, reviewing and monitoring school based SEND support, systems and processes.
- Liaising with parents and carers of students with SEND.
- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENDCos, both locally and nationally.
- Liaising with outside agencies.

## **Teaching Staff:**

### **“All teachers are teachers of special needs”**

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Inclusion Team.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring specific programmes for SEND learners are considered in lessons.
- Monitoring progress of students with SEND against agreed targets and objectives.
- Be fully aware of the school’s procedures for SEND.
- Raising individual concerns to the SENDCo

## **Learning Support Assistants**

- Support students with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against targets
- Assist with drawing up individual plans for students and supporting developments, as required.
- Liaise with the class teacher and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

## **Arrangements for Coordinating SEND Provision**

The SENDCO will hold details of all SEN Support students and those with an EHC Plan. All staff can access:

- The School’s SEND policy
- The SEND register
- Profiles for each pupil on the SEND register
- Information on individual students and their needs

- Information on current legislation and SEN provision
- Practical advice, teaching strategies and information about different special educational needs and disabilities

## **Admission Arrangements**

The admission arrangements for all students are in accordance with the national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with EHC Plans and those without. All SEN paperwork should be passed to the SENDCO by the Local Education Authority Special Needs Assessment Team, the previous school, or the parents as soon as possible.

### **Section Three: Identifying Special Educational Needs**

Teachers are responsible for the progress and development of all children in their class, including pupils accessing support from teaching assistants or specialist staff. All children have an entitlement to quality first teaching which is appropriately adapted to meet their needs. The quality of teaching for all pupils is regularly reviewed. This includes reviewing and developing teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

If a child is not making progress, or is making progress at a slower rate than expected, they may be identified as having a Special Educational Need.

- The teacher and SENDCO will consider all information about the child.
- Concerns will be discussed with the pupil and family.
- Further assessments / observations may be carried out in school.
- Where necessary, and with parents' permission, further advice and assessments may be sought from external professionals.
- Where it is decided that a pupil does have SEN, the decision will be recorded in the school records and the pupil's parents will be formally informed that special educational provision is being made.
- A decision will be made about whether the school can meet the need from what is ordinarily available in the school, or whether additional provision is needed.
- Progress will be reviewed at least termly and adaptations or alterations made to the provision.

Under the SEND Code of Practice (2014) pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

#### **Cognition and Learning:**

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. This list is not exhaustive.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)

### **Social, Emotional and Mental Health Difficulties**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

### **Communication and Interaction needs**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)
- Sensory needs
- Physical needs

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

#### **Section Four: A Graduated Response to SEND**

CAT Schools use the **Assess Plan Do Review model** detailed in the SEND Code of Practice.

- High quality teaching, differentiated for all pupils, is the first step in responding to pupils who have or may have SEN. The quality of teaching is regularly reviewed through lesson observations and staff appraisal, and the impact on pupil progress reviewed each term.
- Staff receive training on how to support children with high incidence SEN, as well as additional training to address the needs of specific groups or individual pupils within the school.
- Additional support or interventions may be put in place for children making slower than expected progress or who are underachieving before a SEN is formally identified.
- Children with SEN are identified as early as possible using the approach above.
- CAT Schools employ a SENDCo who works closely with families, children, teachers and LSAs to support pupils' well-being on an individual basis. They manage, organise, monitor and evaluate the work done by their school to support SEND learners.

#### **Identification**

Teaching students with SEND is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of pupils learn and progress through these differentiated arrangements. A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENDCo but will be planned and delivered by teaching and support staff.

#### **A graduated approach:**

a) Any pupils who are falling significantly outside of age related expectation or not making sufficient progress, will be monitored.

b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

c) 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 and teaching style that needs to be applied.

d) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.

e) Through (b) and (d) it can be determined which level of provision the child will need going forward.



f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.

g) Parents 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.

h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the SEND register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.

i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

### **SEN Support**

Once a potential special educational need has been identified then an action cycle of assessment and intervention is put in place with a focus on providing effective support. This makes use of Assess, Plan, Do, Review 'actions' – revisited, refined and revised on a cyclical basis by those working with a particular pupil. In the first instance, a child-centred document is completed that gathers information about the way they work best and identifies any areas of concern. This information then forms part of SEN Support document, which details clear targets and is regularly used to track progress over the year. The overall aim of the SEN Support action cycle is to ensure an effective match between the needs of the pupil and the intervention put in place to support their learning.

### **Referral for Education Health Care Plan (EHCP)**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur when the LA believes that the school has taken every step possible to support of the child but is unable to provide the level of support needed alone. The decision to make a referral for an EHCP will be taken at a progress review. The application for an ECHP will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Senior Leaders

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.

### **Education Health Care Plan (EHCP)**

- Following Statutory Assessment, an EHCP will be provided by the relevant Local Education Authority if it is decided that the school cannot provide for the child's needs on its own. The school and the child's parents will be consulted before the decision is made.
- Parents have the right to appeal against a decision either for or against an EHCP for their child.
- Once the EHCP is completed it will be kept as part of the pupil's formal record and reviewed annually by the SENDCo, parents 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.

## **External Support**

The school has access to a comprehensive range of external specialists who can offer additional support and advice. The agencies that may be used by the school include, but are not limited to:

- Educational Psychologist (EP)
- Family Outreach Worker (FOW)
- School Attendance Worker (SAW)
- School Nurse
- Community Paediatrician
- Child and Adolescent Mental Health (CAMHs)
- Speech Therapy (SALT)
- Physiotherapy
- Occupational Therapy
- Outreach Services (e.g. Montecute, Winchelsea and Longspee schools)
- Special Educational Needs and Disabilities Information and Advisory Support Service (SENDIASS)
- Early Help Team
- Local Authority Inclusion Leads

## **Section Five: Managing Pupil's Needs**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils, children to take control of their own learning and develop independence for all.

### **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

This list is not exhaustive and CAT schools will consider all adaptations for supporting pupil's learning.

### **Supporting pupils moving between phases and preparing for adulthood**

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families.

### **Evaluating the effectiveness of SEN provision**

Regular monitoring of the quality of provision for all pupils including those with SEND follows the schools assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil

progress and to meet pupil needs. Pupil progress is tracked regularly, with teaching staff meeting with SLT/SENDCo, and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress and targets each term.
- Reviewing the impact of interventions half termly
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using School based methods to measure progress
- Holding reviews for pupils with EHC plans

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and students throughout the year. This may include Annual review reports, SEN review days, SEN presence at parents' evenings, arranged meetings with SEN staff or regular analysis of cohorts and the provision they receive.

The success of CAT's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the Senior Leadership Team/SENDCo
- Work scrutiny/Book Look
- Analysis of student tracking data and test results
- Monitoring of procedures and practice by the SEND Governor
- An annual SEND review, which evaluates the success of our policy and sets new targets for development
- Frequent meetings of parents/carers and staff, both formal and informal, to review progress and targets, revise provision and celebrate success

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential.

The school does this by:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

### **Inclusion of pupils with SEND**

The SENDCo oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

- The school curriculum is regularly reviewed by the SLT/SENDCo together with teaching staff to ensure that it promotes the inclusion of all pupils in all areas and subjects of school life.

- We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical). Providing a balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at lunchtimes and playtimes, and extending to co-curricular activities and school day trips and residential visits.
- Practicing teaching methods that suit the needs of individual pupils.
- Promoting an inclusive ethos throughout our school and encouraging social responsibility and understanding amongst all our pupils.

### **Working in partnerships with parents**

The CAT believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND.
- Personal and academic targets are set and met effectively.

The school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff including the SENDCO throughout the year for any reason. Parents are kept up to date with their child's progress through progress reports, parent's evenings, reviews, and reports at the end of each term. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend any meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

### **Arrangements for Complaints**

Should parents/carers be unhappy with any aspect of SEND provision at the school, they should first discuss the problem with the SENDCO. For a problem that might need time to explore fully, parents/carers should make an appointment.

### **Equality Impact Assessment**

This policy has been reviewed with the equality impact considerations as laid down in the CAT's Equality Policy.

## **SCHOOL ADDENDUM**

### **SCHOOL SPECIFIC ARRANGEMENTS**

CAT Schools adhere to the guidance and principles set out in this policy. However, there are times when practice will differ from school to school. This may be due to the specific need of the child, the expertise or resource available on site or differing Local Authority policy.

CAT Schools will always work together to ensure SEND learners have access to the best support possible where ever possible. This may mean some SEND support will be provided by another school or staff member. This will be explained to parents and carers where this happens.

Please see the SEND information report for Ferndown Middle School on the school website.