

SEN Policy

Reviewed:	Headteacher - Stacey McShane Head of Primary - Zoë Pegden Assistant Head and SENDCo Jerry Evans and Olivia Wypior
Date:	20/07/2024
Ratified:	Chair of Governors
Date:	15/10/2024

This policy is written in line with the requirements of the following:-

- Children and Families Act 2014
- SEN Code of Practice 2014 (including the May 2015 update)
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013
- Statutory Guidance on Supporting Pupils at School with Medical Conditions 2014

This policy should be read in conjunction with the following school policies:

- Behaviour Policy
- Complaints Procedure
- Safeguarding Policy
- Equalities Policy
- Pupil Premium Statement

This policy was developed between the Leadership Team, the Governing Body and consideration of the Local Offer. Parents' views have been taken into consideration through parent surveys and will be reviewed annually.

DEFINITION OF SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2015, p15)*

DEFINITION OF DISABILITY

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice* (2015, p16).

1. The kinds of special educational need for which provision is made at the school

Caldecott school has a designation of SEMH, Autism and ADHD. However, the school recognises that there will be some pupils who may not meet this criteria but will require a place in a special school in order to flourish. With very few exceptions, young people are admitted to Caldecott with an Education, Health and Care Plan (EHCP), or in the process of applying for one.

Decisions on the admission of pupils with an EHCP are made by the School and Foundation.

The Caldecott School’s ethos, culture and Therapeutic approach provides students with an environment that allows them to realise their academic, social and moral potential in a way that mainstream school is not able to do.

The Caldecott School, in Kent is an independent special needs provision, providing a service for Ashford and surrounding areas including referrals from out of County. The school offers support to SENCOs and pupils through our outreach service.

We are dedicated to providing a broad and balanced curriculum. Pupils at the Caldecott School have EHCP’s that recommend placement in a special school with small teaching groups.

2. Information about the policy for identification and assessment of pupils with SEN

At The Caldecott School we monitor the progress of all pupils six times a year to review their academic progress. We also use a range of assessments with all pupils at various points including but not limited to, the following: Read, Write, Inc, FROG whole school data, AET guidelines, Rising Stars initial testing, Leuven scales, OCR and AQA.

Some pupils may make progress below age-expected levels, despite high-quality teaching targeted at their individual areas of challenge. For these pupils, and in consultation with parents, we have access to a range of internal additional professionals who can provide assessments to identify whether there is a further, underlying difficulty that may be impacting on progress, such as Educational/Clinical Psychologists (EP/CP), Speech and Language Therapists (SALT), Occupational Therapists (OT's), and Art & Music therapists.

Caldecott embeds Preparation for Adulthood (PFA), and Preparation for Employment (PFE), objectives related to the National Autism Society's (NAS), Education Trust objectives and make available to all students where appropriate, therapeutic activities including Swimming, Riding and Equine Management, Land Based Studies, Trampolining and Forest School.

We ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

3. Information about the school's policies for making provision for pupils with special educational needs, including how the school evaluates the effectiveness of its provision for such pupils

Each review of the SEN support plan is informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether progress or otherwise is being made. These reviews are held 3 times a year in addition to the Annual Review (AR), of the EHCP.

The *SEN Code of Practice (2015, 6.17)* describes below expected progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

An AR of the provision made for the child will enable an evaluation of the effectiveness of the special provision and to ensure outcomes are updated and appropriate. It will also include a review of the pupil's ECHP and linked targets. The collation of all AR evaluations of effectiveness will be reported to the governing body.

3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked six times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Caldecott School with all the pupils at various points include, but are not limited to: Read, Write, Inc, FROG whole school data, AET guidelines, Rising Stars initial testing, Leuven scales, OCR and AQA.

Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show that progress is being made, the SEN support plan will be reviewed and adjusted where appropriate.

3c. The school's approach to teaching pupils with special educational needs

High, quality-first teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN. Quality-first teaching begins with our staff's ability to build strong connections with pupils and their ability to understand our young people's needs, interests and means of communication. This is re-enforced with tailored environments that meet the needs of individual pupils. Some examples of this include the use of visuals, specialised seating and independent learning booths. Staff use a combination of formative and summative assessment which is monitored each term to ensure that each pupil is making progress. Each young person has a personalised progress tracker that reflects assessment data and targets throughout the year. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes, "Reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered". *SEN Code of Practice (2015, 6.37)*. The school achieves this through frequent pupil progress meetings. Additionally, staff participate in weekly staff sharing sessions where the therapy team support to reflect upon any challenges or successes a pupil is experiencing. This helps us to share best practice and implement different strategies that best support the pupil. The school also hosts a diverse range of weekly training sessions which covers the curriculum, special needs and continuous professional development.

In The Caldecott School the quality of teaching is judged to be good. Ofsted, October 2022.

3d. How the school adapts the curriculum and learning environment for pupils with special educational needs

At Caldecott School we adapt the curriculum and the learning environment for pupils with special educational needs; we follow a creative thematic curriculum. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies/provision detailed EHCP's.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have oversight of progress and constantly ensure, as part of the school's accessibility planning, that staff are fully trained in all aspects of safeguarding and welfare concern reporting. The Caldecott School is housed within a safe and suitable environment for all pupils. We will continue to monitor and identify the training needs of staff and adaptations to buildings and grounds as required.

3e. Additional support for learning that is available to pupils with special educational needs

At Caldecott we provide an inclusive provision for all pupils as we are a designated Special Needs School providing Quality First Teaching in small classes.

Additional interventions are available via referral to the school's, Occupational Therapist, Speech and Language Therapist, Drama Therapist and Art Therapist.

3f. How the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at Caldecott School are available to pupils with special educational needs on our school roll. Where it is necessary, the

school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

3g. Support that is available for improving the emotional and social development of pupils with special educational needs

At Caldecott School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance such as in PSHE lessons, in tutor time and indirectly with every conversation adults have with pupils throughout the day. There is a focus on communication within our school and we use Makaton to support communication and understanding, where appropriate. A proportion of our students have SEMH difficulties.

For some pupils with the most need for help in this area we also can provide the following: mentor time with a member of senior leadership team, external referral to CAMHs, well-being resources and an individually designed curriculum with bespoke timetables and support.

Pupils in the early stages of emotional and social development because of their Special Educational Needs (SEN), will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not have SEN.

4. The name and contact details of the SEN Co-ordinator

Olivia Wypior SENDCo.

olivia.wypior@caldecottfoundation.co.uk

07392 082599

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will

be secured

All teachers and teaching assistants have had the following awareness training: ASD, safeguarding, first aid, Makaton (implemented through 2020) and Positive Approaches to Challenging Behaviour© training through PRICE Training, as well as specialist medical training in epilepsy.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are: Educational Psychologist, Speech and Language Therapist, (SaLT), Occupational Therapists, (OT), Physiotherapist, dyslexia specialists etc. Caldecott employs their own SaLT and OT specialists as well as Art & Music Therapists. We are also able to refer to local specialists, should the need arise, via individual pupil's GP's.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the school's budget. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team in conjunction with Caldecott / OT/ SALT.

7. The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Caldecott School are invited to discuss the progress of their children on at least four occasions a year and receive a written report twice a year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional interventions to help them catch-up if the progress monitoring indicates that this is necessary. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents, as appropriate, but at least at the regular reviews.

Parents of pupils with an Education, Health and Care Plan will be invited to contribute to attend an annual review, which, wherever possible, will also include other agencies involved with the pupil. Information will be made accessible for parents. All pupils at Caldecott School have an EHCP or are in the process of gaining one.

8. The arrangements for consulting young people with special educational needs about and involving them in their education

All pupils will be consulted about and involved in the arrangements made for them as part of person-centred planning, (PCP). Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years when directly involved with the decisions around their education. Students can apply to join the School Council.

9. *The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school*

The normal arrangements for the treatment of complaints at Caldecott School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with class subject teacher, Key Stage Manager, and members of the SLT to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Educational Health and Care Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10. *How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils*

The governing body have engaged with the following bodies:-

- Link to Disabled Children's Service for support to families for some pupils with high needs

- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc.
- Caldecott operates its own outreach and virtual service

11. *The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 6.39)*

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions and also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on:

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

12. *The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living*

At Caldecott we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible.

New referrals to the school will have a programme of planned transition.

All students have at least two transition sessions in the summer term with their new staff team and are provided with age-appropriate transition materials such as photos of staff, their new classroom etc. Transition planning is thorough, and staff are fully involved in Key Stage to Key Stage transitions. Secondary students have a different uniform to primary.

13.Information on where the local authority's local offer is published

The local authority's local offer is published on the school website and parents without internet access should make an appointment with the SLT for support to gain the information they require.

Reviewed July 2024

By: Jerry Evans Assistant Head

