



SEND Policy

2019-2020

Governor Lead:	Curriculum Committee
Nominated Lead Member of Staff:	Helen Holmes
Status & Review Cycle:	Statutory. Annually
Last Review Date:	January 2020
Next Review Date:	January 2021

North Cestrian School SEND Policy

This policy outlines our priorities and provision for pupils with Special Educational Needs and follows the SEND Code of Practice (2015).

All our policies relating to SEND comply with the following legislation:

- The Children and Families Act 2014.
- SEND Code of Practice: 0 to 25 Years, 2015
- Equality Act (2010)

A child or young person has special educational needs (SEND) if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her namely provision which is additional to or different from that normally available in a differentiated curriculum. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning than the majority of others of the same age or;*
- *Has a disability which prevents or hinders him from making use of the facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.*

Principles

North Cestrian School believes that entitlement to a broad and balanced, relevant and differentiated curriculum is a right for all. This entitlement should be delivered by trained personnel who are committed to inclusion where individuals are encouraged and enabled to undertake self-development, self-advocacy, respect for self, respect for others and respect for the environment.

Aims

- To ensure that every child has an equal opportunity to participate in all aspects of Cestrian life, irrespective of race, gender or individual need.
- To provide equal access to the National Curriculum.
- To raise staff awareness of the needs to differentiate work effectively and to provide regular training and development for all staff.
- To establish good home school communication.
- To involve the pupil wherever possible in the planning and target setting of his/her programme of work.
- To monitor and review individual needs regularly, and to maintain clear records of any action taken.
- To identify as early as possible those students with SEND and the nature of their needs.
- To decide if specialist advice is required from outside agencies and make appropriate referrals.
- To ensure that any withdrawal support is temporary and determined by the subject teacher and SENCo in accordance with the SEND Code of Practice.

Whole-school commitment

Meeting the needs of pupils with SEN is a whole school responsibility. 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.

Staff development and training must be at the centre of effective provision for individual needs.

Practice

All pupils are taught in accordance with our school curriculum. Quality first teaching ensures that every child, regardless of need, is supported to recall and apply knowledge over time.

Our approach to teaching is underpinned by the latest research into how the mind learns. Combining the best of traditional teaching and learning with recent innovations from cognitive science, teachers prioritise memorisation and practice in lessons. Pupils with special educational needs benefit enormously from these approaches, as the 'Prep', the structured setting, clear explanations and carefully sequenced sets of examples aid understanding. Furthermore, pupils with special educational needs benefit from extended practice as this supports retention of fundamental subject content.

Teachers utilise three mechanisms for maximising learning for pupils with special educational needs.

Before lessons, teachers set Prep to introduce topics and begin the knowledge acquisition.

During lessons, teachers provide pupils with a series of examples to clarify and solidify concepts and processes and develop deeper understanding.

During lessons, teachers support pupils to remember content through consistent use of low stakes 'quizzes.'

Curriculum

All pupils follow a broad and balanced curriculum. Pupils are baselined and put into sets on entry in Year 7. Pupils in pathway H receive one extra English and Maths lesson per fortnight. Pupils in pathway C receive two extra English lessons and 1 extra Maths lesson and study one less language per fortnight. These extra lessons focus on the fundamentals and provide targeted support within the timetabled lesson.

Meeting Needs

Meeting the needs of pupils with SEN is a whole school responsibility and priority. Teachers have been trained to understand the needs of every pupil and systematically and thoroughly review the progress each pupil is making during lessons and over time.

Pupils with greater difficulties receive further support if necessary. This is identified through regular reviews of data and information from the subject teachers. We will investigate concerns raised by parents and involve them in the identification process where they believe their child is struggling or has additional needs. Further support may include the following:

- Additional adult support in lessons.
- Additional small group support sessions before or after school.
- Small group communication support.
- 1-to-1 support.
- Support from external providers, such as Educational Psychologist, School Nurse, Healthy Young Minds.
- Support from the School Counsellor

Medical Needs

A record of pupils with medical needs is maintained and updated by the SENCo and Pastoral Director. North Cestrian school works closely with pupils, parents/carers and medical teams to ensure accurate and up to date information is recorded at all times.

The class teacher has responsibility to have gathered the information available about the pupil in order to facilitate their access as well as health and safety in their lessons.

The SENCo takes the lead in co-ordinating any specialist provision that a student with medical needs may require, consulting the class teacher (particularly regarding changes), ensuring appropriate training has been provided, and producing and monitoring care plans wherever they are needed.

The First Aider and administrative staff share responsibility for storing and monitoring any medication a student needs to be kept in school. Epi pens are kept in student specific boxes, along with their care plans, in a secure cupboard in the medical room. Insulin, along with any other equipment required, is kept in student specific boxes, along with their care plans, in a secure cupboard in the medical room. Students with asthma are required to carry their own salbutamol (blue) inhaler at all times.

Responsibilities

The SENCo will work with the Senior Leadership Team and Heads of Faculty to ensure that all students who require additional intervention are identified. The SENCo will coordinate the intervention and ensure the progress of the pupils and impact of the intervention is carefully monitored and reported to the Senior Leadership Team and Heads of Faculty.

The teachers will need to prepare resources and plan and adapt lessons where needed. In addition they will need to carry out assessments as required and record and report results. They must also liaise with the SENCo to provide regular updates about student progress to help accelerate progress.

Heads of Faculty will ensure subject teachers in their areas are assessing pupils' work appropriately to help with the intervention identification process using their specialist subject knowledge.