

<b>CAMBOURNE VILLAGE COLLEGE SPECIAL EDUCATIONAL NEEDS POLICY</b>	
<b>Committee:</b>	Teaching and Learning
<b>Last review date</b>	May 2023
<b>Review cycle</b>	Annually
<b>Responsible Officer:</b>	Inclusion Assistant Principal
<b>Version</b>	4

The purpose of this policy is to demonstrate how Cambourne Village College (CamVC) meets the needs of its pupils with Special Educational Needs and Disabilities (SEND) in accordance with its statutory responsibilities and other duties. Special educational provision is that which is additional to, or different from, that made generally for other pupils of the same age, by mainstream schools.

This policy has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Code of Practice 2014
- Part 3 of the Children’s and Families Act 2014
- Equality Act 2010 and advice for schools 2013
- Statutory Guidance on Supporting Pupils with Medical Conditions at School 2014
- The Cam Academy Trust Framework for SEND Policies
- CamVC Safeguarding Policy
- CamVC Disability Equality Scheme and Accessibility Plan, available on request from the SEN Department
- CamVC Pupil Discipline and Behaviour Policy

This policy sets out the vision, values and broader aims of the school’s arrangements for pupils with SEND. Cambourne Village College is an inclusive school which values the abilities and achievements of all pupils and is committed to providing the best possible learning environment for each pupil, including those with SEND. The school will work to raise the aspirations and expectations for all pupils with SEND, with a focus on individual pupil outcomes. The school will endeavour to create inclusive environments that do not discriminate against pupils with SEND, whilst maximising pupils’ achievements and promoting independence and lifelong learning. The policy will be monitored for impact through the school’s Self Evaluation document, School and Department Development Plans, and parental and pupil feedback.

### **Principles for working with pupils with SEND**

- To identify pupils who have SEND, as early as possible.
- To provide for and support pupils who have SEND as soon as possible, using the ‘Assess -Plan - Do- Review’ model where appropriate.
- To ensure that teaching staff feel equipped to provide for pupils with SEN, via appropriate training, and specialist advice provided via the CamVC Special Educational Needs Department, known as The Centre.
- To work closely with the parents/carers of pupils with SEND (this includes providing them with links to details of appropriate organisations that support pupils with SEN, including voluntary sector organisations, and signposting towards the Local Authority Local Offer.
- To ensure that all pupils with SEN are supported to sit exams and other assessments through appropriate access arrangements.
- To ensure that all pupils with SEN are able to make successful transitions at KS2 - 3, 3 - 4 and 4 – 5.

## Identifying SEND

Pupils have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them, further to a differentiated curriculum. Pupils have a learning difficulty if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which hinders or prevents them from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.

The Code of Practice 2014 describes four broad areas of SEN. These four categories of need are:

- **Cognitive and Learning**
- **Communication and Interaction**
- **Social Emotional and Mental Health**
- **Sensory and/or physical needs**

The Cam Academy Trust does not consider the following to be special educational needs but understands that these factors might still impact on progress and attainment. If parents would like to discuss support for the following areas of need, contact should be made with the SENCo who will pass on details to the appropriate member of staff, or with the Head of Year.

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Poor health
- Safeguarding Issues
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a serviceman/woman
- Having behavioural difficulties (concerns related to a young person's behaviour should be described as an underlying response to a need which we will respond to)

## Consulting and Involving Pupils on the SEN Register and their Parents/Carers

Once a pupil has been identified as having significant SEN and after consultation with parents/carers, he/she will be placed on the SEN register. Pupils will be placed on the SEN register if they are considered to need SEN Support, or have an EHC Plan. Pupils may be removed from the register if they no longer need support to access mainstream education. Where a pupil has significant SEN, the following processes will be carried out by staff in The Centre, in conjunction with parents and carers:

- Creation and maintenance of a pupil-centred plan which acts as a live record, telling teachers what needs have been identified, how to remove barriers to learning and expected outcomes
- Costing of the plan

- Regular review of the plan, giving the pupil the opportunity to make known their opinions about their support/provision
- Regular monitoring and evaluating of the provision offered
- Identification of a lead professional for the pupil
- Completion of appropriate paperwork e.g. Early Health Assessment

### **Assessing and Reviewing Pupils' Progress towards Outcomes**

Cambourne Village College follows the graduated approach and the four-part cycle of 'Assess -Plan - Do- Review'. Working with relevant class teachers, the Centre staff will carry out a clear analysis of the pupil's needs. This will draw on:

- Advice from external support services and specialists, if applicable
- Previous progress, attainment and behaviour
- The individual's development in comparison to their peers and national data
- Teachers' assessments of, and experience of the pupil
- The pupils' own views
- The views and experience of parents

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The effectiveness and impact of the support and interventions will be regularly reviewed.

### **Adaptations to the Curriculum and Learning Environment**

Cambourne Village College seeks to support pupils with SEND within the mainstream classroom wherever possible. Adaptations to ensure a pupil's needs are met include:

- Differentiation of teaching, e.g. via adaptation of content, making allowance for longer processing times, pre-teaching of vocabulary, reading aloud of instructions
- Adaptation of curriculum and teaching arrangements to ensure pupil access, for example by provision of an appropriate range of accessible Key Stage 4 options, appropriate grouping, seating, and in some cases support from a Teaching Assistant.
- Use of recommended aids such as learning materials in adapted font, coloured overlays, visual timetables, laptops and iPads

### **Supporting Pupils with a Medical Condition**

Cambourne Village College recognises that pupils with a medical condition should be properly supported so that they can have full access to a broad and balanced education and complies with its duties under the Equality Act 2010. Enquiries about support for individual pupils with a medical need should be addressed in the first instance to the Assistant Principal for Inclusion.

### **Training and Resourcing**

SEN provision is funded from the school's notional SEN budget and money allocated to an individual's EHCP. Pupil Premium funding may be used to provide extra SEND support where pupils qualify for this. The College recognises the need to provide appropriate training for staff, and this training will reflect the special educational needs and disabilities of pupils in particular school cohorts. All teachers

and support staff undertake an induction process which includes specific training on SEN, safeguarding and inclusion, and this is included within the programmes of trainee teachers within the College Teaching School provision. All staff are encouraged to engage in an ongoing programme of high quality Continuous Professional Learning, and Centre staff regularly participate in Local Authority SENCo network meetings, joint termly meetings with Trust SENCos and further training opportunities providing local and national updates.

## **Roles and Responsibilities**

For details of individuals and contact information, refer to CamVC SEND Offer.

### **SENCo (and Assistant SENCo)**

- Works with Principal, Assistant Principal Inclusion, and SEND Governor to determine the strategic development and implementation of SEND policy and provision
- Has day-to-day responsibility for the operation of this SEND policy and school SEND Offer, and for the co-ordination of special provision made to support individual pupils with SEND, including those with Education Health and Care Plans (EHCP)
- Provides professional guidance to colleagues, and works with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advises on the deployment of the school's delegated budget and other resources for the provision of SEND services
- Advises on the graduated approach to providing SEND support
- Acts as point of contact for Local Authority and external services
- Oversees transition arrangements as pupils with SEND join and leave the College
- Works with the Principal and Governors to ensure the College meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensures that record keeping for pupils with SEND is thorough and up-to-date

### **SEND Governor**

- Helps to raise awareness of SEND issues at governing board meetings
- Monitors the quality and effectiveness of SEND provision within the school and updates the governing body on this.
- Works with the Principal, Assistant Principal Inclusion and SENCo to determine the strategic development of SEND policy and provision in the school

### **Principal**

- Works with the SENCo, Assistant Principal Inclusion and SEND Governor to determine the strategic development of SEND policy and provision in the school
- Has overall responsibility for the provision and progress of learners with SEND

### **The Class Teacher**

- Implements the requirements of this policy
- Is responsible for the progress and learning development of each pupil taught within their timetabled classes, including those with SEND

- Works closely with teaching assistants and specialist staff to plan and assess the impact of support and intervention for pupils with SEND in the classroom context
- Works with the SENCo to review each pupil's progress and to decide on any changes to provision

### **Storing and Managing Information**

All information on pupils with SEND is stored and shared in accordance with the school's Data Protection and Information Sharing & Confidentiality policies.

### **Complaints**

Any complaints about SEN provision should initially be addressed to the SENCo and thereafter to the Centre line manager. Should the complaint not be resolved, parents should refer to the school Complaints Policy, available on the website.

The parent of pupils with disabilities have the right to make complaints to the first-tier SEND tribunal if they believe that the school has discriminated against their child. Claims can be made regarding:

- Suspensions and permanent exclusions
- Provision of education and associated services
- The making of reasonable adjustments, including the provision of auxiliary aids and services.

Further details of the provision offered for SEND at Cambourne Village College can be found in the document: Cambourne Village College SEND Offer

### **SEND Personnel**

**SENCo:** Mrs Lesley Harvey [centre@cambournevc.org](mailto:centre@cambournevc.org)

**Assistant SENCo:** Mrs Helen Scott [centre@cambournevc.org](mailto:centre@cambournevc.org)

**Senior Link:** Ms Kerry Urtone [kurtone@cambournevc.org](mailto:kurtone@cambournevc.org)

**School Nurse:** Mrs Julie Barker [jbarker@cambournevc.org](mailto:jbarker@cambournevc.org)

**Safeguarding Lead:** Miss Jessica Smith [jessmith@cambournevc.org](mailto:jessmith@cambournevc.org)

**SEND Governor:** Mrs L Fordham [lfordham@heartacademiustrust.co.uk](mailto:lfordham@heartacademiustrust.co.uk)

### **External:**

#### **Support services for parents of pupils with SEND:**

If you are a parent/carer of a child or young person with special educational needs and would like information, support or training, the SENDIASS service can provide impartial, confidential and free advice.

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiass/>

01223 699214 (10am-12noon and 2pm-4pm Monday to Friday, term time only)

**Cambridgeshire County Council Local Offer:**

Each Local Authority also publishes information about services for children and young people with special educational needs and disability. Please follow this link for further information.

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/>

If you have any complaints about the College arrangements for SEND then please look at our Complaints Policy which can also be found on the College website.