

# SEN policy and information report

CMAS School Devon

CMAS School Gloucestershire



**Approved by:** Chris Kenny

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## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At CMAS School Devon we believe that everyone has the right to learn and succeed. The CMAS community aims to support those who face challenges that make traditional education settings difficult. We provide support that is specifically tailored to meet individual people's needs, enabling them to flourish, succeed and reach their full potential. Through positive relationships with staff, our young people will have access to a broad individualised timetable to help them re-engage with learning with a focus on literacy, numeracy and social skills throughout all subjects. Our young people have the opportunity to take a wide range of recognised qualifications in order for them to progress successfully to their next steps of post 16 provisions of further education, training or employment. Each young person is treated with dignity and respect, and these values are taught and encouraged with the goal of their contributing role in society.

We aim to achieve the above in the following ways:

- By taking a holistic approach to our work and understand that there are many reasons why young people face the challenges that they do.
- We aim to build confidence, motivation and positivity into young people so that they can succeed in whatever it is that they want to achieve.
- Using a person centered approach to support our young people, this enables them to be consulted, informed, make their own choices by having a voice. We aim to support our young people to discover their own solutions to the problems that they face, supporting them on their journey.
- Develop social and emotional wellbeing and mental health through modelling, listening, advice and guidance, strong boundaries, support and unconditional positive high regard.
- Students' progress will be monitored, recorded and celebrated
- Our staff and proprietors work with young people, parents / carers and appropriate outside agencies to help remove barriers to learning.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 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

This policy also complies with our funding agreement and articles of association.

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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 schools

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

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO is Miranda Price – [miranda.price@cmas.co.uk](mailto:miranda.price@cmas.co.uk)

They will:

- Work with the Head of School and SEN proprietor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head of School and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### 4.2 The Executive Headteacher

They will:

- Help to raise awareness of SEN issues at proprietors meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

- Work with the Head of school and SENCO to determine the strategic development of the SEN policy and provision in the school

### **4.3 The Head of School**

The Head of School will:

- Work with the SENCO and SEN proprietor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **4.4 Teachers**

Each teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with mentors and specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **5. SEN information report**

### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) and those with high anxiety,
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

### **5.2 Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Specialist core teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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 the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **5.3 Consulting and involving pupils and parents**

All our young people have an Education, Health & Care Plan (EHCP) and we are commissioned by the local authority 0-25 team. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and available to parents.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

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. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

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

During KS4, our young people will begin to explore their thoughts about their future through the 'Wellbeing Curriculum'. This is further supported with conversations from their Careers South West (CSW) advisor who will also create links with their post 16 opportunities. In addition to this, their future is discussed during their EHCP reviews in readiness for this transition. A transition plan is then created, as a part of this transition, our young people will experience; open days and taster days in their new setting. We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

### **5.6 Our approach to teaching pupils with SEN**

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils by initial assessment.

Subject teachers are responsible and accountable for the progress and development of all the pupils in their subject area.

Mentors work 1:1 with their young person building a trusting relationship from which they can build upon academic learning at the pace that suits the young person as well as delivering the 'Wellbeing Curriculum', enhancing their levels of social and emotional interactions.

We will also provide the following interventions some of which maybe outsourced, this is not an exhaustive list:

- Therapeutic support sessions such as CBT
- Horse Therapy
- Art Therapy
- Music Therapist
- Surf Therapy

## 5.7 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, 1:1 work, by grouping, teaching style, content of the lesson, etc.
- Adapting our resources and staffing, including community and outdoor learning.
- 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.

## 5.8 Additional support for learning

We have mentors who are trained to deliver interventions such as literacy, numeracy and emotional social development around our 'Wellbeing Curriculum'.

Mentors will support pupils on a 1:1 basis until they are able to join/ rejoin group learning.

Mentors will support pupils in small groups in a range of learning and group activities.

As a school we work closely with outside agencies who offer support and advice on Special Educational Needs. We may access support from the following agencies:-

- Educational Psychologists
- Occupational Therapists
- Physiotherapists
- School Nursing Team
- Speech and Language Therapists
- Primary Mental Health Team
- Attendance Advisory Service
- Further details about the services offered can be accessed by following this [link to the Devon County Council Local Offer website](#)

## 5.9 Expertise and training of staff

Our SENCO holds the NASENCo Award (National Award for SEN Coordination), works full time and has 15 years of teaching and SEN experience having worked in both mainstream and SEN settings having experience of meeting the needs of young people from 3 to 16 years old.

Staff training – all staff receive comprehensive and on-going training in meeting the needs of young people with a range of learning difficulties. This is tailored to individual need but includes ELSA (Emotional Literacy Support Assistant) training, Health and Safety training, MAPA (Management of Actual or Potential Aggression) training, ASD (Autistic Spectrum Disorder) training, work with occupational therapists and speech therapists, safeguarding training (all) and behaviour management strategies.

We have a team of 36 mentors, including many who have specific areas of specialism or have previous experience of working with young people with SEN.

## 5.10 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their PCP targets each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Communicating with parents / carers

### **5.11 Enabling pupils with SEN to engage in activities.**

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to take part in sports events & school plays etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- See the Accessibility Policy

### **5.12 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are also encouraged to join in social activities such as cooking together to promote teamwork/building friendships etc.
- All pupils with SEN are supported by the Wellbeing Curriculum pathway.

We have a zero tolerance approach to bullying.

### **5.13 Working with other agencies**

CMAS works closely with support services from Health, Education and Social Care to support meeting the young person's SEN needs and in supporting their families.

### **5.14 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENCO or Head of School in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.15 Contact details for raising concerns**

*Head of School*                      *Hannah Snowden*                      *07834227327*

*SENCo*                                      *Miranda Price*                                      *07792590215*

### **5.16 The local authority local offer**

Our local authority's local offer is published here: [Devon County Council Local Offer](#)

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the Executive Principle **every year**, it will be also approved by the proprietors.

It will also be updated if any changes to the information are made during the year.

## **7. Links with other policies and documents**

This policy links to our policies on:

- This policy should be read in conjunction with:
- Devon's SEND 'Local Offer'
- Our Admissions Policy
- Our Vision Statement

- Emotional Regulation Policy
- Attendance Policy
- Curriculum Policy