



# **Secondary** **Special Educational** **Needs (SEND) Policy**

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This document outlines the policy of Caxton College for pupils who have special educational needs and disabilities.

## Definition of Special Educational Needs

A child or young person has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.

A child of compulsory school age or young person has a learning difficulty 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 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 \(2015\)](#).

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age.

## Rationale

To ensure all students make 'good progress' and have the same opportunities as all other students.

The [Equality Act 2010](#) sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

The SEN Code of practice describes inadequate 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 gap between the rate of progress
- widens the attainment gap.

## Aims of SEN Policy and practice in Caxton college

- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To use our best endeavors to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need:
  - Communication and interaction (this could include pupils on the autism spectrum)
  - Cognition and learning (this could include pupils with dyslexia)
  - Social, mental and emotional health (this could include pupils with attention deficit disorder, attention deficit hyperactive disorder or attachment disorder).
  - Sensory/physical (this could include pupils with vision impairment, hearing impairment or a multi-sensory impairment)
- To request, monitor and respond to parent/careers' and pupils' views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.

## Provision at Caxton college

### All our children's needs are identified and met as early as possible through:

- Observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review)
- Listening to and following up parental concerns
- Listening to and taking into account the child's views, wishes and feelings
- Reviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needs
- Involving external Educational Psychology Service where it is considered that a special educational need may be significant and long term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review.
- Tracking of attainment outcomes indicates a lack of progress. Pupils progress is assessed and discussed at the end of each year.

### **The school uses the following information when identifying students with SEN:**

- CAT 4 (Years 7 and 9)
- Teacher or parent concern/referral
- Observation
- Individual assessments
- Termly assessments (class teacher, psychology department, HoD, HoY)
- Termly and annual data analysis and pupil tracking (class teacher, psychology department)

A combination of the assessment methods are used to identify pupils who are making less than adequate progress. Children who are identified as making less than adequate progress will be monitored more closely than the average school population.

## **SEN Support**

Where it is determined that a pupil does have SEN, parents will be formally advised of this. The aim of formally identifying a pupil with SEN is to ensure effective provision is put in place and to remove barriers to learning.

The support provided consists of a four – part process: Assess, Plan, Do, Review

Although teachers continually assess, plan, implement and review their approach to teaching all children, where SEN is identified this process becomes more personalised.

- **Assess:** The school uses information from the identification stage to assess and analyze the child's needs, strengths and specific areas for development. If required, advice and assessment from other professionals may be sought at this stage.

An overall picture of the child, information obtained during the assess phase and long-term objectives are recorded on an annual information form. This is available on the Pupil Profile for all professionals working with the pupil.

Assessment is also continuous throughout the cycle. It is essential to regularly review the interventions and support to ensure maximum progress and remove barriers to learning.

- **Plan:** The information from the assessment phase is used to plan the support and interventions required. This is outcome focused with clear objectives and timeframe for the achievement. All staff working with the pupil should be familiar with the pupil's individual needs, support provided, interventions, teaching strategies and outcomes.

Parents will be informed of their child's targets and asked for their thoughts and contributions. Their involvement may also be sought to reinforce or contribute to progress at home. This may take the form of additional support worksheets using scaffolding strategies and tailored assignments using technology (Century Tech, Bedrock) towards the student becoming an independent learner.

- **Do:** The subject teacher is directly responsible for all pupils in their class. This is supported and monitored by the school psychologist and the SENCo who will provide support with further assessment of the pupil's strengths and weaknesses.
- **Review:** During the review process, teachers analyse the information from subject teachers, the pupil's work, assessments, observations, pupils and parents. The SENCo meets with individual teachers to discuss the impact of the support, interventions and the pupil's progression. During this meeting, the teacher and SENCo will also discuss actions, assessment and the future actions required for the next cycle.

Pupils and parents are involved in this stage of the cycle. Their views are obtained about the success of the support and interventions. They are also provided with information about progress, achievement and future actions.

### **Pupils with significant or more complex SEN.**

There may be circumstances where Caxton College is unable to meet a pupil's special educational need within the normal school resources. On these occasions, extensive evidence will be collected and presented to parents. If it is in the best interest of the child, the school will suggest the pupil repeating a year or an alternative placement.

## Roles and responsibilities

The role of the Secondary school psychologist and SENCo involves:

- Early identification of children with special educational needs.
- Diagnosis of learning difficulties.
- Suggesting action and interventions for children with specific learning difficulties.
- Organization of arrangements for special consideration during internal End of year and External exams.
- Liaising with external professionals that intervene with pupils with specific learning difficulties.
- Advising teachers about children with specific learning difficulties in class.
- Advising parents of children with learning difficulties at home.
- Advising parents on any behavioral difficulties.
- Promoting healthy family educational practices amongst parents by offering termly parental talks and video blogs.
- Liaising with the SLT regarding pupils' general progress.

The role of Secondary SENCo also include:

- Keep staff up-to-date with training needs.
- Liaise with the pastoral team, HOYs and HODs on a regular basis.
- Ensure Teachers are providing Quality First Teaching for SEN children in all Classrooms
- Provide professional guidance and continuing professional development for all staff to secure quality teaching and effective use of resources for SEN pupils

## Staff Training

Staff are supported by the school psychologist and the SENCo throughout the academic year. New staff also receive SEN training as part of the induction process.

The SEN department provides internal or external training in specific special educational needs as required for individual pupils .

## Reviewing the Policy

This policy will be reviewed annually to ensure it is in line with the SEN Code of Practice, Equality act and meets the needs of all students with SEN.