



Cleeve
Meadow
School

Special Educational Needs Policy

April 2021

To be reviewed April 2024

DRAFT

Rationale

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 3 and 5 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

AIMS

The aims of our SEN policy and practice at Cleeve Meadow School are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To prepare students for the next stage in their learning and life after school
- To attain high levels of satisfaction and participation from students, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes
- To ensure a high level of staff expertise to meet student need, through well targeted continuing professional development
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- To “promote student’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

OBJECTIVES

These aims will be achieved by:

- providing all staff with up to date and relevant information on the needs of students;
- providing staff with regular opportunities to discuss students’ needs;
- providing staff with regular professional development opportunities to expand their SEN Pedagogy;
- providing a structure within which information on students can be collected, provided and processed systematically;
- acting promptly on decisions made.

TYPES OF SEN

All students attending Cleeve Meadow school have an Education and healthcare Plan (EHCP) in place. We provide education for students aged 11-19 with moderate learning difficulties who may also have the following:

- ASD
- ADHD

- Social Communication difficulties
- Multi-sensory impairment
- Medical conditions
- Physical disabilities

IDENTIFICATION, ASSESSMENT AND REVIEW

The Annual Review is an opportunity for people involved in working with a student to come together with the parents, and the student, to discuss progress, plans for the following year and to raise any concerns. At this meeting yearly targets are agreed and set. From these, termly targets are fed into a student's Personalised Learning Plan.

Progress is measured against these short term targets on a termly basis, by reviewing with the student before writing the next term's PLP. This allows students to take ownership of them. The PLPs are shared with parents each term. B Squared ??is used throughout the year to record and monitor summative progress and produce data which is analysed.

Parents are formally invited twice each year to discuss progress in addition to the Annual Educational Review. These meetings take place via google meet, or in school.

Where appropriate we may hold joint Annual Review and social care reviews to ensure a wraparound service for students and their families. Case Officers are invited to attend all Annual Reviews, but especially transition review meetings.

MANAGING STUDENTS NEEDS

The school is committed to providing a broad and balanced curriculum, based on the National Curriculum. This is blended with opportunities for students to develop functional skills, independence skills and skills for working life. At key stage 4 and 5, Learning outcomes are accredited as far as possible and these include BTEC, GCSE, Entry Level Qualifications and ASDAN Awards.

Teachers use a range of strategies to meet student's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All staff have received training on teaching and learning styles for all students. We enable students to make small step progress throughout the curriculum so that they experience success.

Our students have complex learning needs. In addition to the academic curriculum, their individualised timetables provide opportunities for students to withdraw from some lessons to participate in therapy sessions with Occupational and Speech and Language Therapy staff. Regular liaison is maintained with the following external agencies:

- Educational Psychological Services
- Social Services
- Health Service
- Local authority and Case Officers
- Parent Partnership Services
- Physiotherapy
- Speech and Language Therapy
- Occupational Therapy

- Autism Outreach service
- Specialist Teachers of both Hearing Impaired and Visually Impaired
- Behaviour Support Service
- CAMHS

Parents will be informed when an external agency becomes involved with their child.

The school strives to provide learning environments that offer full access to all facilities for all students. This includes calm spaces attached to each classroom, a life-skills room, a sensory circuit room, a sensory room, a multi- purpose room and a library that incorporates an ICT suite. All classrooms face onto the external, gated playground. In addition to the purpose built school, students will be able to access the mainstream school for Science, Art, Food Technology, PE and Performing Arts. All classrooms have a computer and interactive whiteboard and specialist resources to meet each students' needs.

Cleeve Meadow school also provides a wide range of specialist equipment in order to maximise access to the curriculum. Such equipment might be designed to promote better physical positioning, improve communication opportunities or facilitate access to curricular opportunities. A wide variety of alternative and augmentative strategies are employed to develop language and communication skills, and we provide a total communication environment with sign language, symbol supported text, picture communication boards and electronic speak devices

Students that have a sensory profile, have an individual sensory timetable to enable them to access their sensory diet. This includes, regular movement breaks, time out cards, fiddle toys, timers etc.

SUPPORTING STUDENTS AND FAMILIES

As a school we work in partnership with parents/carers. We believe that parents / carers have a vital role in supporting their child's education and that it is important that the views of parents / carers are taken into account. The views of the student are listened to, respected and shared throughout the students' time at Cleeve Meadow school.

SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Education, Health and Care (EHCP) plans which bring together health and social care needs, as well as their special educational provision are provided.

The school has a policy for Supporting Students at School with Medical Conditions, which can be found in "School Policies" under the "Information" tab on the school website.

TRAINING AND RESOURCES

A programme of ongoing CPD is in place to ensure that our staff are fully able to respond to and meet the holistic needs of each student.

ROLES AND RESPONSIBILITIES

Provision for students with SEND is a matter for the school as a whole.

The head of School is responsible for reporting regularly to the governor with responsibility for SEN on the ongoing effectiveness of this SEN policy. They also oversee the provision for students with English as an Additional Language and act as the deputy designated Safeguarding Lead.

The Governors in co-operation with the Executive Head Teacher are responsible for:

- Determining the policy and provision for students within the school
- Monitoring the schools SEN policy and procedures in the context of current legislation.
- Appointing a representative who takes particular interest in this aspect of the school.

The Executive Head Teacher is responsible for:

- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole
- keeping the governing body informed about SEND issues
- the deployment of all special educational needs personnel within the school
- Ongoing CPD

Class teachers are responsible for:

- Providing high quality teaching for all student
- Assessing student's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the student
- Regularly reviewing the impact of these adjustments, interventions and support, including students with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting students.
- Directly liaising with parents of students.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all students at all times.

STORING AND MANAGING INFORMATION

Documents relating to students are stored in their Student File in fireproof cabinets in the school office; these cabinets are locked overnight. The school has a Confidentiality policy which applies to all written student records.

ACCESSIBILITY

We are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school has prepared an Accessibility Plan which can be found on the school website under the School Policies link.

COMPLAINTS

The school has a complaints procedure which applies to complaints about SEND provision. This can be found in "School Policies" under the "Information" link on the school website.

LINKED POLICIES AND DOCUMENTS

- Accessibility Plan
- Complaints Procedure
- Data Protection Policy
- Equality Policy
- Supporting Pupils at School with Medical Conditions Policy
- Teaching and Learning Policy