



**THE CEDARS
SCHOOL**

SEN Policy

Introduction

This policy complies with the current Code of Practice and by guidance provided by the Disability Discrimination Act 2005 and Equality Act 2010.

“A child of compulsory school age or a young person has SEN if he or she has a learning difficulty or disability which calls for special education provision to be made for him or her. A child 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 or her from making use of facilities of any kind generally provided for others of the same age”.

Whilst some pupils with disabilities may have learning difficulties that call for special educational provision, not all pupils defined as disabled will require this provision. A pupil with asthma or diabetes, for example, may not have special educational needs, but according to legislation may still have certain rights.

Aims

The School's motto, IN GAUDIO SERVIAMUS, reflects our mission to serve all our pupils joyfully so that they become the best young men they can be. We will strive to ensure that they have access to and learn from the spiritual, academic, sporting and social opportunities provided at the Cedars School.

The aims of this policy are:

- to create an environment that meets the specific needs of each pupil;
- to enable all pupils to have full access to all elements of the school curriculum;
- to ensure that the specific needs of pupils are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to support the pupil as he prepares to move into University or a career;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our pupils have a voice in this process;
- to identify the roles and responsibilities of staff in providing for pupils' special educational needs and/or learning difficulties;

Pupils may have special educational needs or learning difficulties and/or disabilities either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for a pupil with such needs takes account of the type and extent of the difficulty experienced by him.

Educational inclusion

This school provides a broad and balanced curriculum so that boys may develop their talents and discover new interests. It seeks to develop their capacity for independent thought. It is through the academic and wider curriculum that pupils can develop their self-esteem and confidence. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of pupils.

All boys have an entitlement to *a broad and balanced curriculum* which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet boys' specific needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

When planning, teachers set suitable learning challenges and respond to pupils' diverse learning needs. Some pupils have barriers to learning that may mean they have special needs or learning difficulties and require particular action and intervention by the school.

In our school we aim to offer excellence and choice to all our pupils, whatever their ability or needs. We have high expectations of them all. We aim to achieve this through the removal of barriers to learning and participation. We want all our boys to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that students:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

These requirements are likely to arise as a consequence of a pupil having special educational needs or specific learning difficulties. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of pupils and thus enable them to participate effectively in curriculum and assessment activities. Such pupils may need additional help or different help from that given to other pupils of the same age.

Teachers respond to pupils' needs by:

- providing support for boys who need help with communication, language and literacy;
- planning to develop boys' understanding through the use of all their senses and of varied experiences;
- planning for boys' full participation in learning, and in physical and practical activities;
- helping boys to manage their behaviour through the use of targeted intervention;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Identifying pupils with special educational needs or those with learning difficulties and/or disabilities

The school follows the graduated approach set out in the Code of Practice. It has four distinct stages: Assess; Plan; Do; Review. It allows the School to have detailed assessment and action adapted to meet the needs of all pupils.

Assess

The Cedars' staff will provide high quality teaching and assessment. We ensure pupils are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for tracking the progress of all students.

They are further assessed regularly throughout their time in the school, both formatively, summatively and by teachers' observations. We will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment and attitude.

Early identification is vital. Subject teachers should alert the SENCO at the earliest opportunity to alert him to concerns and enlist his active help and participation.

Plan

There is a detailed tracking and reporting system which identifies the progress and attainment of all pupils. This information helps the School to plan responses appropriate to identified needs.

We will adapt existing support or introduce new strategies for pupils

Should the SENCO and parents agree that a formal diagnosis is required, the advice of a specialist assessor will be sought and an appropriate programme of study put in place.

Do

If a specialist assessment shows that a student has a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. Should a student need to reach targets that are outside of those of the class, (a Cedars Learning Support Plan) an IEP (Individual Education Plan) is the next step. IEPs, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that students experience success.

We will record, in an IEP (CLSP), the strategies used to support the student. It will show the short-term target set for the student, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed.

Educational Health and Care plans (EHC) replaced the statements of Special Educational Needs (SEN) in September 2014. The school will assist with the provision as stipulated in the Code of Practice.

We support students in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw students from the classroom. There are times, though, when to maximise learning, we ask the students to work in small groups, or in a one-to-one situation outside the classroom.

Review

The outcomes of support strategies will be reviewed twice within the school year. Termly review meetings will be arranged as appropriate. Parents, the SENCO and student decide on targets for an IEP (CLSP) and how to work together to achieve the set goals.

If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. External support services will provide information for the student's new IEP. The new strategies in the IEP will, wherever possible, be implemented within the student's normal classroom setting.

The SENCO monitors the movement of students within the SEN system in school. He provides staff and the Head Master with regular summaries of the impact of the policy on the practice of the school.

Medical Conditions

The School recognises that some pupils with long term and severe medical conditions should be properly supported so that they have full access to learning. Some pupils may have disabilities. The School will comply with its duties under the Equality Act 2010.

Transition

The School understands that pupils transferring to and from the Cedars may find it particularly challenging. Moves can happen mid-year and mid-key stage. We will ensure we are ready to facilitate the move to the Cedars. When pupil transfers to another school we will provide the new school with all the relevant information regarding the pupil's needs.

Partnership with parents

The School works together with parents to help each boy develop into the best young man he can be. The basis of this partnership is loyal, mutual understanding of each other's complementary roles. We work particularly closely with parents in the support of those students with special educational needs or learners with difficulties and/or disabilities. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for students with such needs.

We have meetings each term to share the progress of special needs students with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of students with special educational needs or learners with difficulties and/or disabilities.

The views of the pupil will be included in review and planning meetings. In our school we encourage students to take responsibility and to make decisions. This is part of the culture of our school and relates to students of all ages.

ROLES AND RESPONSIBILITIES

The PACT governing body has due regard to the SEN Code of Practice when carrying out its duties toward all pupils with special educational needs and learning difficulties and/or disabilities.

The governing body does its best, within the limits of the overall needs of the school, to secure the necessary provision for any pupil identified as having special educational needs or learning difficulties and/or disabilities. The governors ensure that all teachers are aware of the importance of providing for these students. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for students with special

educational needs or learning difficulties and/or disabilities. The governing body ensures that parents are notified of any decision by the school when special provision is to be made for their student.

The Head Master and Senior Staff monitor the work of the Senco regularly in meetings and by reviewing the accuracy and value of SEN data.

The SENCO is Mr Damian Fox, and he:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to students' special needs;
- supports and advises colleagues;
- oversees the records of all students with special educational needs or learning difficulties and/or disabilities;
- acts as the link with parents;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision;
- manages a range of resources, both human and material, to enable appropriate provision to be made for students with special educational needs or learning difficulties and/or disabilities;
- contributes to the professional development of all staff.

Allocation of resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for students with special educational needs.

The Head Master informs the governing body of how the funding allocated to support students with learning difficulties has been employed.

Monitoring and review

The SENCO monitors the movement of students within the SEN system in school. He provides staff and the Head Master with regular summaries of the impact of the policy on the practice of the school.

The SENCO is involved in supporting teachers involved in drawing up IEPs (CLSP) for students. The SENCO and Head of Formation hold regular meetings to review the work of the school in this area.

This policy is monitored by the PACT governing body, and will be reviewed in two years, or earlier if necessary.

| This policy will be reviewed annually | |
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| Approval required by PACT or sub-committee | Yes |
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