



## **Cambridge Street School**

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# **SEND POLICY**

(Special Educational Needs & Disability)

This policy has been developed with due regard for the Code of Practice relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England.

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## 1. STATEMENT OF INTENT

Cambridge Street School values the abilities and achievements of all its students, and is committed to providing for each student, the best possible environment for learning, within the school's Islamic ethos.

## 2. SEND AIMS OF THE SCHOOL

- To ensure that all students have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all students requiring SEND provision as early as possible in their school career.
- To ensure that SEND students take as full a part as possible in all school activities.
- To ensure that parents of SEND students are kept fully informed of their daughter's progress and attainment.
- To ensure that SEND students are involved, where practicable, in decisions affecting their future SEND provision.

We recognise that many students will have special needs at some time during their school life. In implementing this policy, we believe students will be helped to overcome their difficulties.

## 3. DEVELOPMENT OF THE SEND POLICY

The Governing Body, Head Teacher & SLT were involved in developing the policy.

- The Governors' role in the process was to develop and approve the SEND policy.
- Staff are committed to the schools' SEND policy and delivery.

Whilst many factors contribute to the range of difficulties experienced by some pupils, we believe that much can be done to overcome them by parents, teachers and students working together.

## 4. DEFINITION OF SPECIAL EDUCATIONAL NEEDS

This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs (SEN) and disabled children and young people.

A pupil has special educational needs/disability if he has learning difficulties/disabilities that call for special educational provision to be made.

### **A pupil has learning difficulties if he:**

- Has a significantly greater difficulty in learning than the majority of pupils of the same age.
- Has a disability that prevents or hinders him from making use of educational facilities of a kind provided for pupils of the same age in other schools within the LEA.

- Is under compulsory school age, or would be if special educational provision was not made for the pupil.

## **Special Education Provision: Children and Families Act 2014**

SEN Provision relates to children and young people with special educational needs (SEN) and disabled children and young people. A 'young person' in this context is a person over compulsory school age and under 25. Compulsory school age ends on the last Friday of June in the academic year in which they become 16. AASSG will have due regard for the Special Needs Code of Practice when carrying out our duties towards all students with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

### **5. ADMISSIONS & FUNDING**

In line with the Equalities Act 2010, the school will consider all applications including applications from Special Educational Needs & pupils with disability. They may be supported through a Special Fund (SEN fund) established by the school proprietor.

Parents will be charged with the cost of having the child assessed externally & independently for learning difficulties at the request of teachers, if none were identified prior to admission. If the assessment proves positive, the school will endeavour to support the child to the best of its ability and financial position.

The school proprietor will make every possible effort to help parents who are unable to make a full contribution. However, this fund may not cover the full cost in which case parents may be asked to contribute.

### **6. INCLUSION**

This school builds on its Mission Statement (as found in the curriculum policy), which recognises the entitlement of all students to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all students with SEND.

### **7. EVALUATING THE SUCCESS OF THE SEN POLICY**

Teachers & SLT will report annually on the success of the policy and, to facilitate this, we have identified specific objectives which are given under 'The SEN Aims of the School', at the beginning of this policy.

In evaluating the success of this policy, the school will consider the views of:

- Teachers.
- Parents.
- Students.

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured. Student progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each student's success in meeting IEP targets.
- Use of standardised tests.
- Evidence generated from IEP review meetings.

## **8. IDENTIFICATION ASSESSMENT AND PROVISION**

At AASSG, we aim to adopt a whole- school approach to SEND policy and practice. Students identified as having SEND will be as far as is practicable, fully integrated into mainstream classes. Everyone will be made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

The SEND Code of Practice 2015 makes it clear that all teachers are teachers of students with special educational needs

All teachers are responsible for identifying students with SEND and, in collaboration with the SLT will ensure that those students requiring different or additional support are identified at an early stage. Assessment is the process by which students with SEND can be identified. Whether or not a student is making progress is seen as a significant factor in considering the need for SEN provision.

### **Early Identification**

Early identification of students with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain student progress through:

- Evidence obtained by teacher observation/assessment.
- Student progress in relation to objectives in the National Literacy/Numeracy Strategies.
- Reports or observations.
- Records from feeder schools, etc.
- Information from parents.

### **SEND Provision**

- On entry from primary school or upon concerns expressed by teachers at a later time, AASSG will use information from the pupil's previous establishment to shape the student's curriculum and pastoral provision in the first few months.

- Identify the student's skills and note areas that require support.
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, in order to plan next steps in learning.
- Ensure students have opportunities to demonstrate knowledge and an understanding in subjects and in the pastoral programme.
- Involve students in planning/agreeing their own targets.
- Involve parents in a joint home-school learning approach.

## **The Range of Provision**

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by subject teachers through a differentiated curriculum.
- Periods of withdrawal to work with a support teacher.
- In-class support with adult assistance.

## **9. MONITORING STUDENT PROGRESS**

Progress is the crucial factor in determining the need for additional support. Adequate progress which:

- Narrows the attainment gap between student and peers.
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- Equals or improves upon the student's previous rate of progress.
- Ensures full curricular access.
- Shows an improvement in self-help and social or personal skills.
- Shows improvements in the student's behaviour.

Where teachers decide that a student's learning is unsatisfactory, the Head teacher is the first to be consulted. The Head teacher and subject teachers will review the approaches adopted.

## **10. RECORD-KEEPING**

The school will record the steps taken to meet students' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the student's profile will include:

- Information from previous school/phases.
- Information from parents.
- Information on progress and behaviour.
- Student's own perceptions of difficulties.
- Information from health/social services.

## 11. GENERAL LEARNING DIFFICULTIES

The SEND Code of Practice defines adequate progress for students with General Learning Difficulties as that which:

- Narrows the attainment gap between student and peers.
- Prevents the attainment gap widening.
- Is on a par with students starting from similar base line but less than most of peers.
- Equals or improves upon the student's previous rate of progress.
- Enjoys full curricular access.
- Is satisfactory to student and parents.
- Is likely to result in accreditation in F.E., training, and/or employment.
- Is likely to result in usable levels of skills.

Teaching SEND students is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in student's abilities, aptitudes, and interests. Some students may need increased levels of provision and support.

The Code of Practice advocates a graduated response to meeting students' needs. When they are identified as having SEND, the school will intervene through School Action and School Action Plus as described below.

## 12. EARLY HELP INTERVENTION

This is defined by: Interventions that are different from or additional to the normal differentiated curriculum. Early Help interventions can be triggered through concern and supplemented by evidence that student:

- Make little or no progress.
- Demonstrate difficulty in developing literacy or numeracy skills.
- Show persistent emotional/behavioural difficulties, which are not affected by behaviour management strategies.
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment.

### 13. NATURE OF INTERVENTION

Subject teachers will decide on the action required to help the student progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the student.
- Provision of alternative learning materials/ special equipment.
- Group support.
- Provision of additional adult time in devising interventions and monitoring their effectiveness.
- Staff development/training to undertake more effective strategies.
- Limited access to LA support services for advice on strategies, equipment, or staff training.

### 14. INDIVIDUAL EDUCATION PLANS (IEP)/PROVISION MAPS

Strategies for students' progress will be recorded in an IEP (Individual Education Plan) containing information on:

- Short-term targets.
- Teaching strategies.
- Provision made.
- Date for review.
- Success and/or exit criteria.
- The outcomes recorded at review.

The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the student's needs. The IEPs will be discussed with the student and the parent.

- Parents are kept informed of children's progress.

### 15. REVIEWING IEP

IEPs will be reviewed twice yearly and feedback provided to parents.

The school will endeavour to hold the reviews in a formal manner and parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve students in this process.

### 16. THE ROLE OF THE GOVERNING BODY

#### SEND Policy

In producing SEND policies, it is important to consider the audience, and avoid difficult language or jargon. It must be readable by parents, governors, and support staff as well as by teachers and inspectors.



## Procedure

- Undertake a whole-school review of existing policy and practice.
- Involve the Governing Body and staff in the process.

First set out all the desired information about your school, such as name, address, phone numbers, e-mail and web addresses. Then give the school statement of intent, such as values, and is committed to providing, for each student, the best possible environment for learning.

## The Governing Body's responsibilities to students with SEND include:

- Ensuring that provision of a high standard is made for SEND students by assessing the annual review on the successful implementation of SEND provision.
- Ensuring that a 'responsible person' is identified to inform about the Statement all those involved with teaching and supporting SEND students.
- Having regard to this SEND Code of Practice when carrying out these responsibilities.
- Being fully involved in developing and subsequently reviewing SEND policy.
- Reporting to parents on the school's SEND Policy including the allocation of resources from the school's devolved/delegated budget.

## 17. THE ROLE OF THE SUBJECT TEACHERS

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND students.
- Collaborating with the Head/SENCO to decide on the action required to assist the student to progress.
- Preparing an IEP for the pupil.

## 18. THE ROLE OF THE SENCO

The SENCO responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision.
- The annual review of the successful implementation of the SEND policy.

## 19. THE ROLE OF THE HEAD TEACHER

The shared role between Head Teacher's responsibilities include:

- Keeping the Governing Body well informed about SEND within the school.
- Working closely with SENCO in SEND co-ordination.
- Informing parents of the fact that SEND provision has been made for their child.

- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child’s education.

## 20. PARTNERSHIP WITH PARENTS

AASG firmly believes in developing a strong partnership with parents and that this will enable pupils with SEN to achieve their potential. The school recognises that parents have a unique overview of their daughter’s needs and how best to support them, and that this gives them a key role in the partnership.

*‘Parents hold key information and have a critical role to play in their children’s education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child’s needs and the best way of supporting them.’ (CoP 2.2)*

The school considers parents of SEN students as valued partners in the process. Depending on age and appropriateness, SEN students will also be encouraged to participate in the decision-making processes affecting them. The SEN Code of Practice outlines that school should work in partnership with parent organisations, as well as the parent partnership service to ensure that parents receive comprehensive, neutral, factual and appropriate advice.

## 21. COMPLAINTS PROCEDURE

The school’s complaints procedure is outlined in the complaints policy. The SEN Code of Practice outlines additional measures preventing and resolving disagreements. These will be explained to parents if required.

## 22. SEN POLICY REVIEW

The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year.

## 23. VERSION HISTORY

Issue Date	Version Number	Approved By
September 2020	4.0	SLT
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