****

**Special Educational Needs and Disability Policy**

Canbury School is a mainstream school environment for teenagers with a need, not necessarily special needs teenagers. For students who want to achieve the very best that they can. It is recognised that not every student will gain the highest grades but the message that they should all push themselves to achieve their best is repeated and understood. Students embrace the opportunity to learn independently or in small groups and feel confident in feeding ideas back to larger audiences. Students requiring LSA support have these needs accommodated in lessons without attention being drawn to it, which not only adds to the atmosphere of acceptance and hard work but also reassures the students themselves that any particular style and way of learning need not be a drawback to learning itself. No child is ashamed of their learning need or disability at Canbury and will discuss quite openly with each other, staff and visitors.

Children and young people with SEND all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need extra or different help from that given to others.

Paragraphs 6.27 – 6.35 of the 0-25 SEND Code of Practice set out four areas of SEND:

* **Communicating and interacting** – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
* **Cognition and learning** – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance, such as in literacy or numeracy.
* **Social, emotional and mental health difficulties** – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder theirs and other children’s learning or that have an impact on their health and wellbeing.
* **Sensory and/or physical needs** – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Some children and young people may have SEND that covers more than one of these areas.

A disability is described in law ([the Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/contents)) as ‘a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

**At Canbury School we aim**

* To deliver outstanding pastoral care so that every student feels fully supported, happy and confident in themselves and their relationships;
* To continually evolve the curriculum to encourage and challenge each student to realise their full academic potential;
* To create an ethos and atmosphere in the school that promotes high standards of mutual respect and tolerance both within the school community and in the wider world;
* To develop strong and constructive relationships between students, staff and parents;
* To support and develop a committed and enthusiastic staff and
* To offer the breadth of opportunities and experiences that helps each student to develop their personal qualities and talents.

**To achieve these aims:**

1. The Head and SENCo monitor the annual intake to ensure that students with Special Educational Needs or Disabilities have not been refused admission or discriminated against because of their special needs unless their admission would adversely affect the learning of other students or the school is unable to provide an appropriate education for them;
2. The SENCo will, when appropriate, discuss with the Senior Leadership Team decisions regarding curriculum and timetable helping to ensure that the timetable is, as far as possible:
	* 1. Balanced;
		2. Allows for differentiation according to individual needs;
		3. Offers equality of opportunity and access to the different curricular and skill areas.

 This entitlement curriculum is regularly reviewed to ensure that it remains relevant to the students’ needs. When appropriate and after consultation, a decision may be made to vary the curriculum offer to meet the needs of an individual. The school does however have the final decision. In most cases the subject teacher remains responsible for delivering their subject.

1. The Head and SENCo offer advice, suggestions and INSET (training) opportunities to all staff on ways to approach the teaching and support of students with SEND. All staff support students in mainstream lessons where possible and/or appropriate;
2. The Head and SENCo ensure that subject staff are fully informed as to the special educational needs of any students in their charge.
3. A SEND register is produced by the SENCo detailing all students and their educational and /or medical need, or disability and additional support practices that may be required and providing general advice on how best to support the students’ needs in the classroom.
4. SEND students are discussed at weekly staff meetings with the LSA’s and teaching staff; **Copies of this documentation and minutes from the LSA meetings can be found in the ‘staff read area’ of the school computer system;**
5. Student EHCPs are available for staff to read as needed in the SEND files in the SENCo office. Many of which are now also available on Integris the school’s MIS.
6. The SENCo ensures that our students' Special Educational Needs and Disabilities are known to other schools or colleges to which they may transfer. All students receive advice regarding future education or training and Canbury School liaises with parents and external agencies where desirable to ensure on-going support in the transition to adulthood;
7. Students may be withdrawn for individual/small group teaching or therapies as detailed in their EHCPs.
8. The process of identification and assessment normally starts through liaison with our Primary feeder schools, individual student’s parents, the LAs or other specialists as appropriate. If it is felt necessary, the Head teacher and/or the SENCo may visit a feeder school to meet a prospective student and/or teachers during the year prior to entering Canbury and may be present at the Year 6 Annual Review;
9. Prior to being offered a place prospective students will be assessed using:
	* InCAS, MidYIS or Yellis (depending on the Key Stage).
	* LUCID.
10. Once the students have started at the school we will conduct:
	* An emotional coefficient test.

 Parents are asked to provide the school with any pertinent information relating to SEND including medical diagnoses, EHCP, IEPs or records from previous schools or private tutors, Educational Psychologists’ or specialist teachers’ reports etc.

 Identification of students needing support will be largely based on the results of all this information. The SENCo may spend a short time observing Year 7 classes in order to confirm that the correct decisions have been made on the kind of support to be provided and the students being supported.

Specific requests for support for students in other years are also considered from various sources including parents, staff, students etc. The School endeavours to assess, identify and intervene as far as is possible within the limits of the resources and constraints of the timetable.

1. The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the child/young person and his/her parents. Contact is maintained through Annual Review Meetings, student passports, school reports, scheduled Parents Evenings, informal emails or phone calls and ad hoc meetings. Students are given on-going feedback as appropriate during lessons and through marking of work. A target setting and reviewing system is in place for all students for all subjects. This is reviewed on a half-termly basis.
2. The SENCo and the Bursar meet to discuss the Accessibility Plan annually, to ensure that all needs of SEND students are being adequately catered for.
3. The school will endeavour to accommodate the needs and requirements of all SEND students during the external examination season. Access arrangements and reasonable adjustments will be applied for when sufficient evidence is supplied to the school SENCo and Head teacher in Year 10 or as soon after the student starts Canbury School. Please see appendix outlining reasonable adjustments that can be made, this is not exclusive.

**Access arrangements for external examinations:**

The SENCo will co-ordinate the requirements of all students in Key Stage 4 and 5, whether they feel there is a requirement for additional support during examinations, and uphold the JCQ requirements. This support may arise from a special educational need or a medical need and requirement. This will be documented and adequate evidence supporting the request will be provided by teaching staff and the learning support assistants. All staff will be made aware of the reasonable requests or access arrangements that will be put in place for the students. A candidate’s access arrangements are determined by the school SENCo and/or an Educational Psychologist / Specialist Teacher and the correct procedure will be completed and adhered to in relation to the JCQ regulations. Implementing these requirements is then the responsibility of the school SENCo /Examination Officer.

In deciding whether SEND students are making adequate progress Canbury has regard to the SEND COP 2015 which describes adequate progress as:

* Similar to that of children of the same age who had the same starting point.
Matching or improving the student’s rate of previous progress.
Allowing the attainment gap to close between the student and children of the same age.

If a student is considered as not making adequate progress there will be a review of current provision so that a decision can be made to provide a more effective intervention or in rare cases to suggest that the student’s needs would be more effectively met elsewhere.

Student progress is tracked throughout their time at school both by academic targets informed by regular assessment and by review of any additional over-arching SEND targeted provision. Progress in reading and spelling is also tracked until scores are age appropriate. Social/emotional difficulties are tracked through the pastoral tracking system. Students whose primary SEND relates to social/emotional/psychological needs will also have the involvement of the pastoral team overseen by the Pastoral Deputy Head. Students with medical needs have a Health Care Plan also managed by the Pastoral Deputy Head, but the day to day administration of the plan would be done by a suitably trained, named Learning Support Assistant.

Canbury School has a Medical Room that is available during the school day so that qualified help can be summoned immediately. There are three fully qualified First Aiders on the staff. We are always happy to discuss any students’ health problems with parents as well as the management of any medical condition that may arise. Arrangements can be made on an individual basis if medication needs to be stored or administered during the school day.

**Appendix 1 – possible examples**

|  |  |
| --- | --- |
| Reasonable Adjustment | Details |
| Laptop use | Students may be granted permission to use a laptop if handwriting is deemed poor enough and we have evidence from staff showing the normal handwriting of the student. Also, if this is their normal way of working in lessons across the year.(e.g. Dyspraxic students). These students will be roomed in with the main cohort of students with access to a power supply for the laptop. |
| Additional time | Students may be granted permission for additional time if they have scores that meet the JCQ requirements. Or concentration for extended periods of time is deemed difficult due to other medical or educational need.(e.g. Dyslexia, ADHD, ADD students) |
| Scribe | Students may be granted permission to have a scribe if handwriting is poor and the use of a laptop would not significantly improve the outcome. These students will be roomed away from the main cohort. |
| Reader | Students may be granted a reader, again if this is their normal way of working and there is a genuine need due to slower processing, where verbal reading is helpful. These students will be roomed away from the rest of the cohort. |
| Modified papers | Students may have enlarged papers requested. |
| Adaption of physical environment | Students may be allowed the use of a wobble cushion, sloped desk adaption etc. if this is deemed to be their normal way of working. |
| Prompter  | Students may be granted a prompter if this is their normal way of working. |
| Supervised Rest breaks | Where a student needs time for movement breaks, to eat (diabetic), this will be accommodated. |
| Coloured overlays | These are available for dyslexic students whose normal working conditions use these. |
| Reading aloud | Where a student benefits from reading the paper aloud to themselves they will be roomed separately from the other student |
| Sitting near the door | Students with anxiety issues will be sat near to the door if this is preferred. Other students prefer to sit near a window, again this will be accommodated. |
| Sitting near the front of the examination room | ASD students generally benefit from sitting near to the invigilator at the front of the examination room. This will be accommodated. |
| eReader | Students may benefit from the use of an eReader if this is their normal way of working. |
| Separate room | Some students with high anxiety or ASD may be granted access to a separate room for their examination to provide a calm quiet place away from other distractions. |