



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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Policy Owner: **S Ridley**
Approved By: **W Keat**
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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.

At Canbury School, we recognise and value the gifts, talents and uniqueness of every individual. We aim to provide a relevant and broad based curriculum within a small, caring environment in which all students can develop towards their full potential, regardless of ability. Provision for children with SEND is the responsibility of the whole school and every member of staff accepts and embraces this responsibility. All staff understand that each class has, within it, a range of ability including learners with special educational needs and disabilities. Almost all of our children have special educational needs and/or disabilities and the vast majority have an Education, Health and Care (EHC) plan.

Canbury School Staff:

- plan and deliver lessons which offer appropriate differentiation;
- make reasonable adjustments to ensure that all pupils are able to access the curriculum and make progress.

We recognise the need to work in partnership with families and value the contribution they make towards their child's education.

Equality Act 2010

This policy has regard to the 'Equality Act 2010', in which disability is a protected characteristic, and which states that a person has a disability if they have 'a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.' The School ensures that it complies with the terms of the Equality Act and ensures that it:

- does not to treat disabled pupils less favourably than mainstream pupils;
- takes reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

The School recognises that some students who have a disability, may also have special educational needs, but does not assume all disabled students have SEN.

In addition, the School recognises that other factors may impact upon progress; these include students:

- with poor attendance and punctuality;
- with EAL;
- with health issues;
- with welfare issues;
- who are 'looked after' children;
- whose parents are in the armed services or relocate frequently.

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](#)) 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 continue to develop 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/guardians;
- 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.

We consider the students' needs holistically, thinking about their strengths as well as weaknesses. In this way, we are able to strike a balance between support for the student and freedom for them to participate as fully as possible in school life.

To achieve these aims:

1. The Acting 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:
 - i. Balanced;

- ii. Allows for differentiation according to individual needs;
 - iii. Offers equality of opportunity and access to the different curricular and skill areas.
3. 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 offered 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.
 4. SLT offers 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;
 5. The Acting Head and SENCo ensure that subject staff are fully informed as to the special educational needs of any students in their charge.
 6. A SENDP 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. All students have a Provision Map and Student Passport.
 7. SEND students are discussed at weekly staff meetings every Wednesday and at LSA meetings on a Tuesday. Copies of this documentation can be found on Google Drive in Staff Meeting Minutes and LSA Feedback Forms.
 8. Students' EHCPs are available for all staff to read on RM Integris.
 9. 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;
 10. Students may be withdrawn for individual/small group teaching or therapies as detailed in their EHCPs
 11. The process of identification and assessment of need normally starts at our feeder schools, individual student's parents, the LAs or other specialists as appropriate. If it is felt necessary, the Acting Head teacher and/or the SENCo may visit a feeder school to meet a prospective student and/or teacher during the year prior to entering Canbury and may be present at the Year 6 Annual Review;
 - a. Prior to being offered a place prospective students will be assessed using:
 - InCAS, MidYIS or Yellis (depending on the Key Stage of the pupil).

Parents are asked to provide the school with any and all pertinent information relating to SEND including medical diagnoses, EHCPs, IEPs or records from previous schools or private tutors, Occupational Therapy, Physiotherapy, Speech and Language Therapy, Educational and Clinical Psychologists' or specialist teachers/therapists' reports, etc.

Identification of students needing support at Canbury 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 and 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.

12. 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.

13. 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.
14. 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 in Year 10, or as soon after the student starts Canbury School. Please see the appendix outlining reasonable adjustments that can be made. This is not exclusive.

Access arrangements for external examinations:

The SENCo will coordinate 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 and 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 baseline assessments and by review of any additional over-arching SEND targeted provision. Social, emotional difficulties are tracked through the pastoral tracking system. Students whose primary SEND relates to social, emotional and psychological needs will also have the involvement of the pastoral team.

Supporting pupils at school with medical conditions

With regard to Section 100 of the Children and Families Act 2014, the School recognises that students with medical conditions may have a disability or special educational needs. Those with long-term and complex conditions may require on-going support; others may require monitoring or specific interventions in emergency situations.

The School fully considers the advice from health care professionals in addition to input from the student and their family. We recognise the social and emotional impact that medical conditions may have upon a student. Students with medical needs have a Health Care Plan.

The School works actively with students and their families to ensure that support is provided (including access to remote learning) to mitigate the impact of any frequent or long term absences which arise due to health issues that would adversely affect their educational attainment and emotional wellbeing.

Full account of medical conditions is taken in risk assessments, including those for extra-curricular activities, sports and school trips to ensure that appropriate arrangements are in place. There are currently eleven 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. Where pupils have specific conditions such as diabetes, asthma, regular faints, or anaphylactic shock, staff are provided with instructions and training on what to do in the first instance, as they await the arrival of a First Aider.

Mental Health

The School has specific legal responsibilities towards students whose mental condition falls within the definition of disability under the law. This requires us to ensure that students with a well-recognised mental illness are not disadvantaged and that reasonable adjustments are put in place to support their learning. We recognise that some students with mental health issues may also have SEN.

Relationships and Sex Education (RSE)

RSE will be accessible for all students including those with special educational needs and disabilities. High quality teaching that is differentiated and personalised is the starting point to ensure accessibility. We are also mindful of the preparation for adulthood outcomes, as set out in the SEND code of practice. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can also be a particularly important subject for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. We aim to ensure that RSE teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Safeguarding

Staff understand that children and young people with SEND can face additional safeguarding challenges. They recognise that additional barriers can exist when recognising abuse or neglect within this population of pupils. Staff are therefore vigilant and:

- They are mindful of the fact that changes in behaviour, mood, or injury, could be indicators of abuse; they do not assume that such signs and symptoms relate only to a child's SEND without further exploration.
- They monitor pupil interactions carefully, as research has shown that children and young people with SEND and disabilities can be disproportionately impacted by such things as bullying without showing any outward signs.
- They take active steps to overcome any barriers to communication that may exist for children with SEND and are mindful that children with SEND are more prone to peer group isolation than other children.

Appendix 1 – possible examples

Reasonable Adjustment	Details
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Chromebook use	<p>Students may be granted permission to use a Chromebook 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. Dyspraxia students).</p> <p>These students will be roomed in with the main cohort of students with access to a power supply for the laptop.</p>
Additional time	<p>Students may be granted permission for additional time if:</p> <ul style="list-style-type: none"> • They have scores that meet the JCQ requirements. • Concentration for extended periods of time is deemed difficult due to other medical or educational needs. (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 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 the door if this is preferred. Other students, who prefer to sit near a window, will also be accommodated.
Sitting near the front of the examination room	ASD students who benefit from sitting near to the invigilator at the front of the examination room 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, in order to provide a calm quiet place away from other distractions.