

# CAMS HILL SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY



## **Statutory**

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## Introduction

At Cams Hill School we value all children as individuals with unique talents, skills and abilities. We are committed to supporting all children to do their best through academic, artistic and sporting achievements. We place especial emphasis on academic achievement for all because this is where we believe we can make the greatest contribution to the life of the child. It is our aim to enable each emerging adult to take their place in society as an industrious, happy, self-motivated individual. It is our hope that each will contribute to the development of society and its improvement, demonstrate tolerance and respect for self and for the welfare of others, a positively questioning attitude, the ability to discriminate and the flexibility to adapt in a rapidly changing world. We are seeking to encourage and develop in all a sense of responsibility towards their work, to others and to themselves and the ability to exercise initiative and imagination to the benefit of the community. Within the framework of the 2015 SEND Code of Practice, all children have the same entitlement to the whole school curriculum and we are committed to making this accessible to all, irrespective of an individual's needs. We place particular importance on the contribution parents/carers make in their children's education and on the views, wishes and feelings of the child or young person.

## Fundamental Principles

- A pupil with SEND should have their needs met, within the resources available to the school; this could include additional top-up funding for pupils with an EHCP.
- Those needs will generally be met within the mainstream classroom.
- The views of the pupil should be sought and taken into account.
- Parents/carers have a vital role in supporting the education of their child.
- Pupils with SEND should be offered access to a broad, balanced and relevant education.

At Cams Hill School, all aspects of Special Educational Needs and Disability are embraced by the Learning Support Department which has the following objectives:

- to ensure the identification and assessment of pupils with Special Educational Needs in accordance with the DfE and DfH Special Educational Needs and Disability Code of Practice: 0 to 25 years;
- to establish and maintain active, mutually supportive relationships with pupils and their parents/carers;
- to involve pupils in regular reviews of their progress;
- to enable access to a broad and balanced curriculum for all pupils;
- to deploy resources effectively in order to meet the needs of pupils with SEND;
- to maintain records on pupils with SEND;
- to carry out regular reviews of progress and provision;
- to ensure the appropriate involvement of external agencies;
- to maintain links with curriculum-linked schools and with providers at 16+;
- to maintain links with the named SEND Governor;
- to support the work of subject and pastoral staff;
- to contribute to in-service training.

## Legislation and Guidance

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children Act 1989
- Children and Families Act 2014

- Data Protection Act 2018
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Health and Social Care Act 2012
- Local Government Act 1974
- Mental Capacity Act 2005
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- The General Data Protection Regulation 2018

This policy has due regard to statutory and non-statutory guidance including, but not limited to, the following:

- DfE (2023) 'Keeping children safe in education'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School admissions code'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Supporting pupils at school with medical conditions'
- DfE (2023) 'Working together to safeguard children'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Child Protection Policy
- Data Protection Policy
- Equal Opportunities Policy
- Medical Policy
- Safeguarding Policy

## Admissions Arrangements

**Pupils will be admitted to Year 7 without reference to ability.** Our published admission number for the Year 7 intake (September 2024) is 250. If the school is named on a child's Education, Health and Care Plan (EHCP), then they will automatically be admitted.

## Parental Involvement

We believe that parents/carers play a vital role in helping us ensure the best provision for their children. We strive to build and maintain good relationships with parents/carers.

The school recognises the importance of the child or young person, and the child's parents/carers, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions. Parents/carers will be informed of any additional provision and parental consent will be sought prior to any involvement from external agencies.

## Roles and Responsibilities

The Governors at Cams Hill School are extremely active and supportive of all aspects of the work of the school. The Governing Body has identified a Governor to have oversight of Special Educational Needs provision at Cams Hill School and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

The Headteacher and the Senior Leadership Team (SLT) will also have an overview of Special Educational Needs provision, and a designated member of the SLT will line-manage the SENDCo. The SENDCo is part of the Extended Senior Leadership Team.

In line with the 2015 DfE and DfH Special Educational Needs and Disability Code of Practice: 0 to 25 years, Cams Hill School has a designated teacher responsible for SEND provision and Learning Support (the Special Educational Needs & Disabilities Co-ordinator, or SENDCo). The SENDCo has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care Plans. The SENDCo liaises closely with the Senior Leadership Team and the linked Governor. The SENDCo provides professional guidance to colleagues and will work closely with staff, parents/carers and other agencies. Within the strategic planning cycle, the Learning Support Department has its own action plan that links the development of the Department to the whole-school priorities included in the school.

Curriculum Linked Teaching Assistants, under the guidance of the SENDCo, will support pupils within classes, during small group or individual withdrawal, and as part of pre-school, lunchtime and after-school interventions. There is a designated Assistant to the SENDCo.

The staffing level fluctuates slightly on a yearly basis dependent upon the needs of our current school population.

See the school website for current personnel.

## Facilities

The Learning Support Department has rooms suitable for individual and small group work within a group of recently refurbished buildings that also provide accommodation for the school's Nexus Academy.

There is wheelchair access to the ground floor of the main school building. There are three lifts located across the school to allow for access to the first floor of the building for those pupils with mobility problems. There are also toilet facilities for people with mobility problems.

## Resources

Resources are allocated to the Learning Support Department so that:

- a) all pupils with EHCPs receive appropriate support from the SENDCo, Curriculum Linked Teaching Assistants and, as appropriate, outside agencies;
- b) other pupils with special needs but without EHCPs are also given support appropriate to their needs, for example pupils may receive:
  - small group or individual tuition from Curriculum Linked Teaching Assistants as part of an intervention programme;

- classroom support to access the curriculum;
- inclusion in after-school homework support sessions;
- timetabled alternative curriculum opportunities within the school's Nexus provision.

ICT equipment and software designed to support the learning of pupils with SEND is available through the Learning Support Department. The Learning Support Department will allocate resources to those with the greatest needs. Additional resources are allocated to subject departments with the expectation that departments will provide materials to enable differentiated learning, including support for the able child.

## Identification, Assessment and Provision

The school adopts the graduated model of assessment and identification specified by the Special Educational Needs and Disability Code of Practice: 0 to 25 Years.

High quality teaching for the whole class is likely to mean that fewer pupils will require additional support and the SENDCo will take an active role in working with class teachers to develop strategies to enhance pupil progress.

Where progress continues to be less than expected, the class or subject teacher, working with the SENDCo, should assess whether the child has SEND and devise strategies and support as deemed necessary. Personal Learning Profiles (PLPs) and, in a few cases, Individual Education Plans (IEPs) may be deemed necessary.

### Identification and Assessment

The identification of SEND is an integral part of the overall approach to monitoring the progress and development of all pupils. Cams Hill School will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

In deciding whether to make special educational provision, the teacher and SENDCo will consider all of the information gathered from within Cams Hill School about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, the school may make arrangements to draw on more specialised assessments from external agencies and professionals.

Class and subject teachers, supported by the Senior Leadership Team, will make regular assessments of progress for all pupils. These assessments will be used to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

The SENDCo meets regularly with the relevant member of SLT to discuss the academic progress of pupils at each attainment/data drop.

In accordance with the 2015 Code of Practice, there is a single category of Special Educational Needs. In a very small number of cases, it may be decided that a pupil's needs cannot be met effectively within the resources normally available to the school. The school or parents/carers may then request that the LA

carry out a formal assessment of the pupil in order to consider whether or not it would be appropriate to issue an Education, Health and Care Plan (EHCP).

Further information on EHCPs is available on request.

Spelling and reading tests are administered to all Year 7 pupils on or before entry. Reading tests are re-administered to the Year 9 cohort in advance of their GCSE courses. Selected pupils are regularly assessed in spelling and reading throughout Key Stage 3. The tests currently used are:

NFER Online Group Reading Test  
NFER Single Word Spelling Test  
WRAT 5

As a school, we will occasionally administer Cognitive Ability Tests or MidVis tests.

The results of these tests enable us to compile an individual profile of each pupil's strengths and weaknesses in order to plan for their needs.

In addition, the Learning Support Department may consider it appropriate to carry out further diagnostic testing and currently use computerised tests (LASS 11-15) which may assist in the identification of Specific Learning Difficulties, Exact, which screens pupils for possible access arrangements for assessments and exams, and online Dyscalculia screening to identify specific weaknesses with numeracy. We also use a bank of tests called WRAT5, along with processing speed assessments and assessments designed to highlight the need for coloured overlays.

Formal testing may well reveal, or confirm, that the child has needs which can best be met by increased differentiation of classroom work within the normal curriculum framework. An expression of concern by a teacher, a parent/carer or by another professional might also indicate a similar level of educational needs.

If, despite increased differentiation, a pupil's progress is still less than that of other pupils, the child may be considered to have Special Educational Needs best served by SEND support. Naturally, our liaison with primary schools means that we are aware of those pupils who have been receiving SEND support during Key Stage 2.

## Provision

Where a pupil requires interventions which are **additional to** or **different from** those provided as part of the school's usual differentiated curriculum and strategies, the pupil will have a Personal Learning Profile (PLP), Individual Education Plan (IEP) or Individual Behaviour Support Plan (IBSP) which outlines needs, provision, strategies and targets. Parents/carers and staff will receive a copy of the PLP/IEP/IBSP and will be encouraged to contribute to reviews.

## Support for Learning Difficulties

### Literacy and Numeracy Support

Following an analysis of the results early in Year 7, a number of children will be identified as requiring extra support in basic literacy or numeracy skills. Parents/carers of all pupils identified in this way are informed of the nature of support to be provided. The SENDCo also informs other staff. These pupils may be taught in smaller English or Maths intervention classes.

The school also offers Lexonik reading interventions via trained staff and reading intervention groups co-ordinated by the school's Director of Literacy in liaison with the SENDCo.

### In-Class Support

Curriculum-linked Teaching Assistant support is allocated to classes that include pupils with EHCPs and to other pupils with Special Educational Needs as far as resources allow. Their role is to support the subject teacher in helping pupils access the curriculum.

### Support for Social, Emotional and Mental Health Difficulties (SEMHD)

Children showing signs of behavioural difficulties are monitored by the Heads of Year and Tutors under separate arrangements as detailed in the School's Good Behaviour Policy; however, the Learning Support Department is notified by the Head of Year or Assistant Head of Year and is consulted when behaviour management strategies are being devised. The SENDCo is closely involved with pupils with Social, Emotional and Mental Health difficulties who are supported through SEND Provision and liaises with other staff who manage intervention programmes in the school. The school also employs two Emotional Literacy Support Assistants (ELSAs). These are teaching assistants trained to provide support for children who have been referred by pastoral staff for persistent concerns regarding emotional and social difficulties. Within our Nexus provision, we also provide support for pupils with SEMHD in a number of ways, including external counsellors or mentors, drawing and talking groups, Lego Therapy, mindfulness groups and Pets As Therapy sessions.

There is a Nexus tutor group for pupils identified with neurodiversity and/or SEMH. The group is smaller than other tutor groups and is led by two experienced members of staff. The school also has various members of staff trained in supporting pupils with Social, Emotional and Mental Health difficulties as part of its pastoral support system. Obviously, there is considerable overlap between Learning Support and the Pastoral Team.

### Safeguarding

At Cams Hill School, we are aware that there can be additional barriers to recognising abuse and neglect in children with Special Educational Needs. The SENDCo is also one of the schools Designated Safeguarding Leads (DSLs) and works closely with the other DSLs, sharing information and concerns on vulnerable pupils.

### Examination Access Arrangements

Access Arrangements for external examinations will be available to pupils with learning difficulties, sensory or physical impairments which are permanent or long term. They may take various forms and will be administered according to the rigorous guidelines laid down by the Joint Council for Qualifications (JCQ). JCQ regulations take account of the Disability Discrimination Act. The school will keep a register of pupils for whom Access Arrangements are considered appropriate to their needs.

### Access to the Curriculum

All pupils in Key Stages 3 and 4 have access to a broad and balanced curriculum. In their curriculum planning, all departments are required to consider children with Special Educational Needs. All departments employ a range of methodologies as appropriate to the ability of individual pupils and specific subject content and a variety of strategies for differentiation are in use.



At Key Stage 4, the emphasis is on encouraging pupils to develop strategies for effective learning, and support, therefore, tends to be focussed in subject lessons. We provide alternative curriculum opportunities for a small number of pupils who find it very difficult to cope with the regular school curriculum, or who need consolidation for their learning in specific areas.

Pupils who qualify for Examination Access Arrangements practise using their individual arrangements as early as possible and certainly from the beginning of Key Stage 4. It is the responsibility of subject teachers to ensure they request support for assessments where pupils are named on the Access Arrangements register.

## Integration Arrangements

All extra-curricular opportunities are available to all pupils within the planned structure on offer (eg some clubs are offered to particular year groups or key stages). Arrangements for break, lunchtime, before and after school are common to all pupils, including the Learning Support/Nexus rooms, which may be available to pupils at break and lunchtime by arrangement with staff. We aim for all children to be fully integrated and would take appropriate action to support this objective if necessary.

## Evaluating Success

The success of this policy will be evaluated by examining and reporting the following data:

- the number of pupils with SEND, and whether the objectives set through their PLPs/IEPs are being met;
- the number of pupils achieving GCSE at grades 9 – 4 and 9 – 1 who have been supported through examination Access Arrangements;
- the gains in reading and spelling of pupils following intervention programmes;
- percentage of positive responses when seeking feedback from parents/carers regarding Learning Support provision;
- percentage of pupils with SEND who make good progress in terms of remaining on or, in exceptional circumstances, exceeding their learning trajectories;
- attendance of pupils with SEND;
- monitoring of the changes in required SEND provision over time.

## Complaints Procedure

Complaints relating to the Special Educational Needs/Learning Support Department should follow the normal complaints procedure as detailed in our Complaints Policy, which is available on our website; however, we would encourage parents/carers to contact the Learning Support Department as soon as concerns arise so that they can be addressed promptly. We can direct parents/carers to a Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS,) which can give support and advice to parents/carers and schools where there is a SEND-related issue which has not been successfully resolved.

## In-Service Training

Learning Support staff (teachers and curriculum-linked teaching assistants) are encompassed by a clear line management structure and are included in the school's PMR cycle which, in turn, links with whole school and department strategic planning. Training needs are identified as part of this process. All

Learning Support staff are routinely involved in whole school opportunities for Continued Professional Learning.

## External Support Services

The school has access to Hampshire LA services, including the Educational Psychology Service and the Specialist Teacher Advisory Service, along with the Child and Adolescent Mental Health Service (CAMHS) and Children's Services. Specific help from teacher advisors and from other services is obtained when appropriate.

Hampshire's **Local Offer** will outline all services and support available across health, education, social care and leisure services and will improve choice and transparency for families.

A link to this offer is available on Cams Hill School's website in the sections entitled SEND Information Report.

The SENDCo and pastoral staff involve outside agencies (such as Social Services, Health) and contact them directly as and when required.

## Transition

The SENDCo has regular contact with the SENDCos from curriculum linked schools and can be involved in transition planning meetings for pupils from Year 5 onwards. The SENDCo works closely with the Year 7 Team and the Nexus Academy Team to support identified pupils with transition from primary to secondary school. The SENDCo will also liaise with colleges enrolling pupils (post-16) with SEND from Cams Hill School.