

CAMS HILL SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY



Statutory

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Contents

Introduction.....	3
Fundamental Principles.....	3
Legislation and Guidance	3
Admissions Arrangements.....	4
Parental Involvement	4
Roles and Responsibilities	5
Facilities.....	5
Resources	5
Identification, Assessment and Provision	6
Identification and Assessment.....	6
Provision.....	8
Support for Learning Difficulties	8
Literacy and Numeracy Support	8
In-Class Support	8
Support for Social, Emotional and Mental Health Difficulties (SEMHD).....	8
Safeguarding.....	9
Examination Access Arrangements	9
Access to the Curriculum.....	9
Integration Arrangements.....	9
Evaluating Success.....	9
Complaints Procedure	10
In-Service Training	10
External Support Services.....	10
Transition.....	11

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, other primary schools in the local area and with providers at 16+;
- to ensure smooth and effective transition between education phases;
- to maintain links with the named SEND Governor;
- to support the work of subject and pastoral staff;
- to contribute to the school's training programme.

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 (2024) '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:

- CHS Admissions Policy
- SCH004 Child Protection & Safeguarding Policy
- TGT013 Data Protection Policy
- Equal Opportunities Policy
- SPH005 Health & Medical Needs Policy

Admissions Arrangements

Pupils will be admitted to Year 7 without reference to ability. Our published admission number for the Year 7 intake (September 2025) 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 Local Governing Body has identified a Governor to have oversight of Special Educational Needs provision at Cams Hill School and to ensure that Governors are 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 SENDCos. The SENDCos are 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 SENDCos have 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 SENDCos liaise closely with the Senior Leadership Team and the linked Governor. The SENDCos provide 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 Development Plan.

Learning Coaches, under the guidance of the SENDCos, will support pupils in 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 SENDCos.

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 spaces in various parts of the school for individual and small group work, and can also access rooms within 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 SENDCos, Learning Coaches 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 Learning Coaches as part of an intervention programme;

- classroom support to access the curriculum;
- adaptive teaching by all teachers, informed by SEND information provided by the Learning Support Department;
- 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 teachers plan lessons to facilitate full access to the curriculum by all pupils, 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 SENDCos 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 SENDCos, should assess whether the child has SEND and devise strategies and support as deemed necessary. Personal Learning Passports (PLPs) and, in a few cases, Individual Education Plans (IEPs) may be deemed necessary. These are readily accessible to all teachers via ClassCharts.

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 SENDCos will consider all the information gathered 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 SENDCos meet 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 Local Authority 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.

The school has several means of identifying general and specific learning difficulties in pupils:

- An online Reading assessment is administered to all Year 7 pupils on entry. The Reading assessment is re-administered to the whole Year 9 cohort in advance of their Key Stage 4 courses.
- An online Speech Language, Language and Communication Needs (SLCN) screening assessment is administered to all Year 7 pupils.
- The Maths department use numeracy assessment tools to screen the whole of Year 7.

In addition, the Learning Support Department may consider it appropriate to carry out further diagnostic testing and will carry out individual assessments on pupils where it is deemed necessary to identify any specific difficulties with reading, writing (including spelling) and/or processing/working memory.

Some of the tests currently used in school are:

NGRT Online Group Reading Test

Secondary Language Link – online screening tool to identify speech, language and communication needs.
WRAT 5 – including tests of single word reading, sentence reading comprehension, spelling and arithmetic.

EXACT – online tool assessing single word reading, reading comprehension speed and accuracy, writing and typing speed and accuracy.

LASS 11-15 – bank of assessments designed to highlight specific areas of weakness in relation to overall cognitive ability.

CTOPP2 – assessing skills in phonological awareness, phonological memory & rapid naming.

BPVS – assessing receptive and expressive language skills.

DASH - identifying and assessing children for handwriting difficulties.

Coloured Overlay Testing

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

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

Formal testing may reveal, or confirm, that the child has needs which can best be met by adaptation/responsive teaching of classroom work within the normal curriculum framework. An expression of concern by a teacher, a parent/carers or by another professional might also indicate an area of unmet need.

If, despite adaptation/responsive teaching, a pupil's progress is not in line with what would be expected, 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 curriculum and strategies, the pupil will have a Personal Learning Passport (PLP), Individual Education Plan (IEP) or Individual Pastoral Support Plan (IPSP) which outlines needs, provision, strategies and targets. Parents/carers and staff will receive a copy of the PLP/IEP/IPSP and will be encouraged to contribute to reviews. A small number of pupils may require an Education, Health and Care Plan (EHCP).

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 SENDCos also inform 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 SENDCos.

In-Class Support

Learning Coach 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. Consideration is given as to whether or not a behavioural concern may be due, in part, to an unmet special educational need. The SENDCos are closely involved with pupils with Social, Emotional and Mental Health difficulties who are supported through SEND Provision and liaise with other staff who manage intervention programmes in the school. The school also employs Emotional Literacy Support Assistants (ELSAs). They are trained to provide support for children who have been referred by pastoral staff for persistent concerns regarding emotional and social difficulties. Learning Coaches are also deployed to mentor pupils with SEMHD. Within our Nexus provision, we provide support for pupils with SEMHD in a number of ways, including external counsellors or mentors, drawing and talking groups, Lego Therapy, Outdoor Well-being/Forest School, 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 members of staff trained in supporting pupils with Social, Emotional and Mental Health difficulties as part of its pastoral support system. There is considerable overlap between Learning Support and the Pastoral Team.

As of September 2024, Cams Hill School also has a Resourced Provision base. This is a specialist provision for pupils with Social, Emotional and Mental Health needs, who are unable to access mainstream education due to high levels of anxiety. Our provision is determined to break down the barriers to accessing learning and create social opportunities for these pupils. Places at this provision are allocated

through an application and consultation process co-ordinated by the Hampshire Local Authority SEN team, from whom the initial referral must come. To be considered for a place, pupils must have an EHCP with SEMH identified as the main area of need.

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. One SENDCo is a Designated Safeguarding Lead (DSL) and works closely with the other DSLs, sharing information and concerns on vulnerable pupils. The SENDCos also liaise regularly with our Designated Teacher for Looked After Children.

Examination Access Arrangements

Following formal assessment and application to the Joint Council for Qualifications (JCQ), Access Arrangements for external examinations will be available to pupils with learning difficulties, sensory or physical impairments which are permanent or long term. They will be administered according to the rigorous guidelines laid down by the JCQ regulations, taking account of the Disability Discrimination Act. The school will keep a register of pupils for whom Access Arrangements are considered appropriate to their needs. Parents and carers will be notified of any formal assessment and application for access arrangements relating to their child.

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 adaptive teaching strategies are in place.

At Key Stage 4, the emphasis is on encouraging pupils to develop strategies for effective learning in the subjects in which they will be sitting external exams, 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 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 (e.g. some clubs are offered to particular year groups or key stages). The arrangements for break, lunchtime, and for 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 with SEND achieving GCSE at grades 9 – 4 and 9 – 1;
- the attainment of pupils who have been supported through examination Access Arrangements;
- the gains in reading and other areas of focus of pupils following intervention programmes;
- the percentage of positive responses when seeking feedback from parents/carers regarding Learning Support provision;
- the percentage of pupils with SEND who make good progress in terms of remaining on or, in exceptional circumstances, exceeding their learning targets;
- attendance to school 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 the published Complaints Policy, which is available on the school's 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 Learning Coaches) are encompassed by a clear line management structure and are included in The Gateway Trust's Appraisal 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.

The school can access Outreach Support from various educational settings in the local area.

The school has a service level agreement with an external Educational Psychologist, who will visit the school to assess pupils once a term.

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

Transition

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