

The Cam Academy Trust SPECIAL EDUCATIONAL NEEDS POLICY	
Committee:	Teaching & Learning
Approved by C.A.T.	February 2018 – Reviewed Dec 2017 without changes
Reviewed:	Annually
Date of next review:	December 2018
Responsible Officer:	Mr C. Jukes – Primary Executive Leader
Category – 2	Version – 2

1. Introduction

The purpose of this policy is to demonstrate how the schools within The Cam Academy Trust (CAT) meet its statutory responsibilities and other duties as detailed in the SEN Code of Practice Sept 2015. This policy has also been written with reference to the following guidance and documents:

- Equality Act 2010 and advice for schools 2013
- Statutory Guidance on Supporting Pupils with Medical Conditions at School 2014
- Each C.A.T. school's Safeguarding Policy
- Each C.A.T. school's Accessibility Plan

This policy was created by each of the C.A.T. school SENCOs and in liaison with each school's senior leadership team and relevant governor.

The policy will be monitored for impact through each individual C.A.T. school's SEF, SDP, parental and student feedback.

Other relevant staff, a range of parents, and students in each school were also involved in the process of developing the policy which was shared via websites, meetings, and forums.

- Across the C.A.T. we value the abilities and achievements of all students regardless of ability and are committed to providing inclusive environments
- None of the C.A.T. schools discriminate on the grounds of SEN/additional needs and support the Admissions Code agreed in partnership with the LA.
- Students with a Statement of SEN or EHC Plan that names one of the C.A.T. schools will be admitted where it is seen that the relevant school is able to provide efficient and effective education that will enable the student to make progress and not hinder the progress of other students.

Each school within the C.A.T. delegates the responsibility for the day-to-day implementation to the School's SENCO. However, the CEO Stephen Munday retains overall responsibility for the quality and provision of SEN.

2. Long term aims and immediate objectives

Long term aims:

- The C.A.T. values the abilities and achievements of all students and is committed to providing the best possible learning environment for each pupil.
- The C.A.T. will endeavour to make every effort to create inclusive environments that do not discriminate against students with SEN or disability, whilst maximising students' achievement and promoting independence and lifelong learning.
- The C.A.T. will work to raise the aspirations and expectations for all students with SEN, with a focus on individual student outcomes.

Immediate objectives:

- To identify students who have SEN, as early as possible.
- To provide for students who have SEN, as soon as possible.

- To ensure that teaching staff feel equipped to provide for students with SEN via an ‘Assess; Plan; Do; Review, model.
- To work closely with the parents/carers of students with SEN (this includes providing them with links to details of appropriate organisations (including voluntary sector organisations), supporting students with SEN and signposting towards the Local Authority Local Offer.
- To ensure that all students with SEN are able to access exams and other assessments.
- To ensure that all students with SEN are able to make successful transitions (at KS1 – 2, KS2 – 3, 3-4 and 4-5).

3. Identifying SEN

Students have SEN if they have a learning difficulty which has an impact on their progress and attainment, and calls for a special provision to be made for them beyond or in addition to, a differentiated curriculum.

The Code of Practice 2014 describes 4 broad areas of SEN and each of the C.A.T. schools has provision to manage and support students with needs in each of the categories. Please refer to the individual School SEN report/offer to see specific details. These 4 categories of need are:

- Cognitive and Learning
- Communication and Interaction
- Social Emotional and Mental Health
- Sensory and/or physical needs

The C.A.T. do not consider the following to be SEN but understand that they might still have an impact on progress and attainment. If you would like to discuss support for the following areas of need, then contact the relevant SENCo who will pass your details on to the appropriate member of staff:

- Disability (the Code of Practice outlines the ‘reasonable adjustment’ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Poor health
- Safeguarding Issues
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a serviceman/woman
- Having behavioural difficulties (concerns related to a young person’s behaviour should be described as an underlying response to a need which we will respond to)

4. A Graduated Response to SEN support

Each of the C.A.T. schools has different graduated responses for SEN support. Please refer to the individual school SEN information report/offer to see specific details.

However, all C.A.T. schools share in common the following:

Quality First Teaching
Robust line management within SEN department
Performance Reviews of all members of school (including SEN Dept.)
Observations of all members of school (including SEN Dept.)
Analysis of data to inform responses to SEN support and provision
Training for staff to ensure that appropriate support can be delivered
High quality and accurate formative assessment

Where necessary, the ability to draw on more specialised assessments from external agencies and professionals

Regular meetings to discuss placing students on the SEN register
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Regular meetings with parents/carers and students on the SEN register

5. Managing and supporting Students on the SEN register and their parents/carers

Once a student has been identified as having SEN and after consultation with parents/carers, he/she will be placed on the SEN register.

Students will be placed on the SEN register if they are considered to have SEN Support, a Statement or an EHC Plan.

Each of the C.A.T. schools has different processes for managing students on the SEN register (this includes their exit from the SEN register). Please refer to the individual school SEN report/offer to see specific details.

However each of the C.A.T. schools considers the following to be important and makes provision for:

- Having student centred plans which act as live records, telling teachers what needs have been identified, how to remove barriers to learning and expected outcomes
- How the provision in the plan is decided upon
- What the costs of the plan are
- When the plan is due to be reviewed (how students and their parents/carers are involved)
- How students with SEND can have opportunities to make known their opinions about their support/provision
- Regular monitoring and evaluating of the provision offered
- Identifying the student's lead professional
- Completing appropriate paperwork e.g. CAF, EHC Plan

6. Supporting Students with a Medical Condition

All the C.A.T. schools recognise that students with a medical condition should be properly supported so that they can have full access to a broad and balanced education. Each of the schools complies with its duties under the Equality Act 2010. For specific information with regard to supporting a student with a medical condition, please contact the relevant member of staff in the individual trust school.

7. Training and Resourcing

SEN provision is funded from each C.A.T. schools notional SEN budget and money allocated to an individual's statement/EHCP. Some students may also benefit from pupil premium funding if they qualify for this category.

The training needs of staff are identified according to different school cohorts and the individual school self-evaluation processes.

All teachers and support staff undertake an induction process which includes specific training on SEN, safeguarding and inclusion.

Staff are encouraged to engage in quality CPD.

Individual school SENCoS regularly participate in LA/C.A.T. SENCo network meetings, joint termly C.A.T. meetings, other SEN updates which keep them abreast of local and national updates (e.g. NASEN conferences, CAP sessions on SEN law)

8. The Role of the Governing Body

Governors will endeavour to do their best to ensure that necessary provision is made for any student with SEN and make sure that action is taken to support the inclusivity of those students in all CAT school activities, so far as reasonably practicable.

The Governing body has a statutory role in monitoring and evaluating the SEN provision and its impact on educational outcomes. Each term the appropriate member of C.A.T. school staff will report to the appropriate Governors' committee.

Governors make sure that they are aware of the C.A.T. school provision, funding, equipment and staffing.

9. Storing and Managing Information

Information relating to the storage of documents related to individual students' SEN fits with the individual CAT school policy on Information Management and where appropriate the C.A.T. school Confidentiality policy.

10. Complaints

Any complaints about SEN provision should initially be addressed to the SENCo of the relevant school, and thereafter to the SEN department line manager. Should the complaint not be resolved, the procedure in the relevant school Complaints Policy, found on the school website, should be followed.

11. Appendices –

The following documents can be found on the individual school's websites and should be read in conjunction with this policy;

- SEN Information report/offer
- Safeguarding Policy
- Equality Policy
- Accessibility Plan
- Managing Pupils with Medical needs policy

Please see the following link for the Cambridgeshire Local Offer:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/>