CEDAR
Children's Academy

Special Educational Needs and Disability Policy

September 2024

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEN Code of Practice 2014
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013 This policy should be read in conjunction with the following school policies:

Behaviour Policy, Teaching and Learning Policy, Safeguarding Policy, Complaints Policy and Pupil Premium policy.

This policy was developed in partnership with members of the school community and will be reviewed annually.

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

(a) Has a significantly greater difficulty in learning than the majority of others of the same age; or

(b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is'…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' (SEN Code of Practice 2014, p5)

Identification and assessment of pupils with SEN

Member of staff has a concern regarding a student's progress. Quality first teaching is the first step in responding to students who have or may have SEN. Parent informed. Classroom based strategies and personalised/adapted curriculum implemented. Student progress reviewed after a term.

No Improvement

Consult teachers with subject specialisms. Identify additional equipment/resources. More in depth look at student's needs and progress across the curriculum. Consult parents & student. New in class strategies agreed. All teaching and support staff informed of classroom-based strategies/interventions. Student progress reviewed after a term.

No Improvement

Consult SENCO by making a cause for concern referral. Information provided on what classroom-based strategies and approaches have been used to support student. SENCO to look at providing SEN strategies within classroom and decide whether support from external provider is required to advise further for support in the classroom.

Improvement

Continue to monitor and maintain successful differentiated approach.

Improvement

Differentiated strategies and personalised curriculum remains in place. Progress monitored. Parents informed.

Becomes SEN at this point.

SENCO implements graduated approach – Assess, Plan, Do, Review process.

Assess – SENCO carries our more in-depth assessment of student's needs. Specialist assessments requested where appropriate.

Plan – SENCO, parents, pupil and teaching staff agree adjustments, interventions and support to be put in place considering the expected impact on progress, development or behaviour. Date of review agreed.

Do – Interventions and strategies implemented.

Review -The effectiveness of the support and interventions and their impact on pupil's progress reviewed by SENCO.

- Student added to SEN register with SEN status.
- SIMS/Class Provision Map updated.
- SENCO initiates a statutory assessment if pupil continues to make no progress under the graduated approach.

The SEN Code of Practice (2014, 6.17) describes inadequate progress thus:

- 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 rate of progress
- Widens the attainment gap

Examples of extra support in the first instance when concerns are raised are: task management boards, writing frames, word banks, individual visual timetable, individual work station, social stories, fine/gross motor skills, writing slope, fiddle tools and chewellery. If concerns continue and particular needs have been identified by the class teacher, SENCO and through assessments examples of extra support are: speech and language therapy sessions, ELSA sessions, Precision teaching of words/numbers, extra reading or reading comprehension groups, First Class @ Number, phonics intervention and handwriting groups. The aim of any support provided to the children will always be with the aim of enabling the child to be able to carry out the targeted areas of learning independently. Any decisions regarding the use of resources for a child or the support given will always be for the school to make, based on the needs of the child as they are seen in school.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At Cedar Children's Academy we are experienced in using the following assessment tools: speech link, Language Link, spelling age, reading age, York assessment of Reading comprehension, Sandwell Numeracy screen, dyslexia screening and language for Learning assessments. We also have access to external advisors including: Paediatricians, Speech and Language Therapists, an Educational Psychologist and Occupational Therapists, all of whom are able to use specialist assessments. We also have access to advice from outreach services such as Fortis Trust.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put onto school-based support plan and reviewed regularly, and refining them if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different from what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When there is any change in identification of SEN parents will be notified. We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

The School's vision and broader aims for SEN

As part of the "Thinking Schools Academy Trust" Cedar Children's Academy uses a variety of thinking skills, tools and strategies in its approach to teaching children of all abilities. We use De Bono's "Thinking hats", Thinking keys and maps in order to explicitly teach children about thinking processes and to encourage different kinds of thinking skills in children. At Cedar Children's Academy we believe that this explicit teaching of thinking skills and use of visuals as part of this i.e., thinking maps is of benefit to children who have Special Educational needs. This is because thinking and learning is made more visual and concrete. More information about the thinking school's approach can be found on the school's website.

The vision for all learners at Cedar Children's Academy is that they feel safe within a classroom that is structured around the needs of the learners within it. The curriculum will be adapted for all learners and cater for all individual needs. At each stage of the process, we ensure the inclusion of parents and carers and build open, honest and trusting relationships through an open dialogue and clear communication.

Special Educational Need Provision at Cedar Children's Academy

At Cedar Children's Academy we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met. Please see appendix 1 showing the whole school provision available to support pupils with different kind of needs.

Arrangements for assessing and reviewing the progress of pupils with Special Educational Needs

Every pupil in the school has their progress tracked three times per year. In addition to this, pupils have their reading speed assessed 3 times a year, as well as taking maths and reading assessments. If these assessments do not show adequate progress is being made the SEN School based support plan will be reviewed and adjusted, and where necessary and appropriate children will receive some kind of intervention group. Where a child has had a targeted, structured intervention, information from a pre and post-test (where appropriate) will also show what progress the child has made during the specific intervention.

Cedar Children's Academy's Approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. SEN Code of Practice (2014, 6.37)

Cedar Children's Academy employs some additional teaching approaches, as advised by internal and external assessments e.g. targeted in-class support from an adult / precision

teaching / small group teaching / use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

How Cedar Children's Academy adapts the curriculum and learning environment for pupils with special educational needs

At Cedar Children's Academy we follow the advice from Medway LA on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

At Cedar Children's Academy we use adaptive teaching to ensure that the curriculum is adapted for pupils with special educational needs. We define adaptive teaching as anything a teacher might do to change/adapt the teaching/learning for a child. Examples of this might be being given different resources to support with a specific learning task (sentence starters, prompting questions, writing frames, different task), giving adult support to a child or group of children, regular access to other resources such as word banks, sound mats etc. A child may also have resources specific to them such as move n sit cushions, fiddle tools, own work station etc. As a school we do not expect that differentiation will happen on an individual basis for children with Special educational needs, although in certain specific circumstances this may be necessary and this will be for the class teacher to decide. As a school we believe that such adaptions are sometimes necessary to enable a child with special education needs to access the learning.

Additional support for learning that is available to pupils with special educational needs

As part of our budget, we receive 'notional SEN funding'. This funding is used to ensure that there is high quality teaching to support children with SEND across the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide funding to the school. In these cases, the child is likely to have an Education Health and Care Plan (EHCP).

How Cedar Children's Academy enables pupils with Special Educational Needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at Cedar Children's Academy are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity. Special educational needs and risk assessments are considered by the teacher at the planning stage.

Support that is available for improving the emotional and social development of pupils with Special Educational Needs

At Cedar Children's Academy we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance PSHE and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following: 1 to 1 with our ELSA (emotional literacy support assistant), mentor time with member of senior leadership team, external referral to CAHMs, time-out space for pupil to use when upset or agitated. In a very few extreme cases we are also able to engage a counsellor or therapist to work with a particular child for a specified amount of time.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

Training and expertise of staff for children with Special Educational Needs and how specialist expertise will be secured

All teachers and teaching assistants have had the following awareness training on aspects of mental health and wellbeing for children, Autism, Speech and Language difficulties and supporting children in numeracy.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are; Outreach teams within Medway (Fortis Trust and Marlborough), Educational Psychologist, Speech and language therapist, Occupational therapists, dyslexia specialists and Behaviour specialists. The cost of training is covered by the notional SEN funding.

Arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Cedar Children's Academy are invited to discuss the progress of their children on two occasions a year and receive a full written report once a year, as well as an end of year summary. The school also meets with parents of children with SEN to discus, and work together, to produce school based support plans 3 times a year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

Parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

Arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Cedar Children's Academy are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class or subject teacher, the SENCO, the Deputy Head teacher or the Head teacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First–tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an EHCP where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and Independent living

At Cedar Children's Academy we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. The SENCO and/or Early years leader will visit local play groups or pre-schools that feed into the school and have children that have SEN. We also contribute information to a pupils' onward destination by providing information to the next setting.

Exclusions/suspensions of children with SEN

As a school we do not discriminate against pupils with SEN in relation to exclusions. As a school we follow the statutory guidance on "Exclusion from maintained schools, academies and pupil referral units in England". Where children experience difficulties with their behaviour, which is related to an identified special educational need, the school will put in place reasonable adjustments. This is so that the pupil is supported and enabled to behave as the school expects. However, where such reasonable adjustments have been made, and a child does not behave as the school expects, we will use serious sanctions, including suspensions, in line with the school's behaviour policy.

The name and contact details of the SEN Co-ordinator

The SENCO at Cedar Children's Academy is Gemma Weaver, who is a qualified teacher and is working towards NPQ for SENCO.

Gemma Weaver is available on 0333 3602105 or email the school office office@cedarchildrensacademy.org.uk

Information on where the local authority's local offer is published

The local authority's local offer is published on

http://www.medway.gov.uk/schoolsandeducation/schoolsandcolleges/supportinglearning/specialeducationalneeds.aspx and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

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SEN Whole School Provision 2025-2026

Wave One – Universal Strategies

Most children's needs can be met by using these strategies.

- Quality first teaching strategies
- Scaffolded curriculum with adaptive teaching
- Visual timetable displayed
- Clear classroom routine
- Calm and safe environment
- Use of manipulatives
- Use of visual supports
- Use of thinking tools as scaffolds
- Use of task boards and now/next boards
- Use of working walls
- Strategic seating plans

Wave Two – Targeted Approaches

A small group of children who need further support despite effective Wave One.

- In class support from teacher/TA
- Pre-teaching
- Handwriting interventions
- Catch up interventions e.g. on track maths, RWI tutoring
- Ear defenders
- Wobble/wedge cushions
- Fidget tools
- Writing slope
- Sensory circuit intervention
- Social skills intervention
- Lego therapy intervention
- Listening and attention intervention
- Self-esteem intervention
- Managing anger intervention

Wave Three – Personalised Approach

Only a few children will require highly personalised support to make progress.

- ELSA sessions
- Play therapy
- SALT sessions
- Referral to specialist services e.g. Fortis Trust, SALT, Educational Psychologist
- Occupational therapist as required
- KS2 Lunch club
- Individual work station
- Highly individualised curriculum