



# Special Educational Needs & Disabilities (SEND) Policy

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Updated:	March 2024
Next Review Date:	March 2025

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## COMPLIANCE

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

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This policy will be reviewed annually.

## **Introduction**

Cambridge School is a vibrant, multicultural Special School committed to enhancing the life chances of our students. The school caters for learners between the ages of 11 and 16.

The school is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and wellbeing of all learners matter. The culture, practice, management and deployment of the school's resources are designed to ensure all learners and young people's needs are met. Cambridge School believes that all learners, regardless of need, are valued equally. Learners' needs are recognised and met through High quality teaching, which is differentiated to meet the individual needs of our students. This requires a varied and flexible provision throughout the day.

This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our students. The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the SENCo. The Governing Body, Headteacher and the SENCo will work together closely to ensure that this policy is working effectively.

## **Aim**

Our aim is to ensure all of our students are able to access the same opportunities for learning and social development as their peers allowing them to achieve maximum progress and fulfil their potential whilst promoting their wellbeing. In order to achieve this we aim to provide a creative, dynamic and happy school that is at the heart of the community where all people are valued and respected; a school where young people can become independent learners and responsible citizens.

## **Objectives**

In order to achieve our aim we must:

- Encourage good communication and genuine partnerships with parents/carers of children with special educational needs,
- Enable pupils with special educational needs to have their needs met,
- Take into account the views of the pupils with special educational needs and their parents,
- Provide a personalised, balanced and relevant curriculum to our students,
- Make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions,
- Develop a culture of inclusion, valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods,
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within school and other external agencies
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,
- Share expertise and good practice across the school and local learning community,
- Make efficient and effective use of school resources,
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs,
- Have regard to guidance detailed by Hammersmith and Fulham Council.

## **Defining and Identifying Special Educational Needs**

All learners at Cambridge School are identified as having SEN. The Code of Practice 2014 covers the 0-25 age range and now includes guidance relating to disabled children and young people as well as those with SEN. The Code of Practice states the following as a definition of Special Educational Needs:

*‘Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children have a learning difficulty or disability if they:*

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or*
- (b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions within the area of the local authority;*

*Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.’*

At Cambridge School we identify the needs of students by considering the needs of the whole child, which will include not just the special educational needs of the child or young person. The SEND Code of Practice, 2014 describes 4 broad categories of need, although the majority of our students fall under more than one of these categories (See Appendix 1).

The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate monitoring within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist. In addition to this all students’ attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated and personalized for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided.

Adequate progress could:

- Be similar to that of peers working at the same level;
- Match or better the students’ previous rate of progress;
- Mean Individuals subject targets being achieved.

Where students continue to make inadequate progress despite support, high quality teaching, and intervention it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the student’s parents/carers.

## **Managing Students' Needs –**

All students at Cambridge School have an Educational Health Care plan (EHCP). Specific SALT and OT needs that are identified in the EHCP are met in school by the full time SALT and OT employed directly and exclusively by the school.

Pupils needs are assessed annually through the annual review process. They are conducted yearly in line with the LEAs requirements. They are planned into our assessment and reporting calendar and are conducted at different times of the year according to the academic year of the student. Students and parents are involved at every opportunity. The SENCo is responsible for conducting the annual reviews with the support of the students' class teacher.

## **Supporting Students and Families**

At Cambridge School we value and accept the positive role and contribution students and their families can make. We make every effort to work in full co-operation with students and their families, recognising and respecting their roles and responsibilities. Families are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible. In order that they play an active part in their child's education the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home. We endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfill their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Our school website provides links to the LA's local offer and information about Cambridge School's local offer.

Admissions to Cambridge School is through LEA referral via an EHCP, students or families are to express interest in attending Cambridge via their identified LEA case officer.

At Cambridge we have high expectations of ALL and in order to ensure our students achieve the highest possible qualifications when leaving year 11 we conduct assessments at the beginning of the academic year to see what access arrangements each student may be entitled to in order to as successful as possible. These are conducted by the SENCo.

The transition phase is an extremely important time for students and families and we work hard to ensure that it is as smooth as possible for all involved. We achieve this by having regular communication with students, families, schools/colleges, external agencies. At Cambridge School we have an identified transition mentor who is responsible for assisting all students and families during this phase. Some of the main activities conducted are:

**Year 6/7** – transition open days and school visits conducted for students and families, transition meeting held  
**Year 9** – transition annual review to discuss qualification pathways available  
**Year 11** – college visits, interviews and trail days arranged and transition meeting held

### **Monitoring and Evaluation of SEND**

Monitoring and evaluation of our approach towards SEND at Cambridge school is regularly conducted via a number of avenues including parent questionnaire, verbal feedback via students and families, staff inset and through our governing body. These arrangements allow us to promote an active process of continual review and improvement of provision for all students at Cambridge School.

### **Roles and Responsibilities**

#### **Governing Body:**

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- Use their best endeavours to make sure that a student with SEN gets the support they need – this means doing everything they can to meet children and young people's Special

#### **Headteacher:**

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENCo and the Governor with responsibility for SEND.

#### **All Teaching and Non-Teaching Staff:**

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for students.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual students. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the Assistant head to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the student as well as previous progress and attainment.

- Teaching assistants will liaise with the class teacher and the Assistant Head on planning, on pupil response and on progress in order to provide the highest quality support.

The person responsible for ensuring the above is the SENCo.

### **Storing and Managing Information**

All information about students is confidential and sensitive and will be treated as such. Please refer to our confidentiality and Information Management policy for further details.

### **Accessibility**

Please refer to our Accessibility Plan. The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

### **Dealing with Complaints**

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy. If there continues to be disagreement with regard to SEND provision, the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.