

Special Educational Needs and Disabilities (SEND) Policy

Date established by governing body

Summer Term 2022

Date for full implementation

Immediately

Date for review

Summer Term 2023

Definition of SEND

A child or young person has SEND 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 (January 2015, pages 15-16 xiii-xiv)

Definition of disability

Many children and young people who have SEND 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 (January 2015, pages 15-16 xviii)

1. The kinds of special educational needs and disabilities for which provision is made at the school

Cleaswell Hill School is a co-educational maintained special school in South East Northumberland for pupils aged 4 to 18 years with an Education Health and Care Plan (EHCP).

Cleaswell Hill currently meets the needs of pupils with an EHCP with the following kinds of SEND:

Severe and complex ASD and associated communication, regulation and behavioural needs, complex and multiple learning disabilities, speech, language and communication disorders, physical disabilities and multi-sensory impairments.

Decisions on the admission of pupils are made by the Local Authority with advice from school.

2. Information about the school's policies for the assessment and provision for all pupils with special educational needs and disabilities

We monitor the progress of all pupils throughout the year to review their academic progress, along with tracking progress on EHCP targets.

Full details are within the school's Curriculum, Assessment and Integrated Therapy Policies.

3. How the needs of pupils are identified and reviewed

Pupils' EHCPs are reviewed annually. Annual Reviews are held in accordance with government guidance, to review progress and to ensure that the child's needs are being met and the school placement remains appropriate. Input is made by a range of professionals, a school report is included, and parental and pupil involvement is strongly encouraged. Where appropriate, other professionals may be invited to attend the Review Meeting.

A Transitional Review is held when a pupil is in years 9 and 11 in order to focus upon the young person's educational, social and health needs in the post-16 years, and to plan the transition from school to adult life.

Pupils' progress is identified through classroom observation, the assessment cycle and data analysis. The school has robust procedures outlined within the Assessment and Intervention Policies to ensure the best possible progress for individual pupils.

The management of all children with intimate healthcare needs including toileting and medical needs, are carefully assessed and Healthcare plans are implemented. These are shared between school, health professionals, class teachers and parents and are monitored and reviewed regularly. Further information is available in the Intimate Care, Health and Safety and Supporting Pupils with Medication Policies.

All pupils with Moving and Handling needs are assessed by the Occupational Therapy/Physiotherapy Team on entry to the school. All staff caring for children/young people with mobility difficulties are trained in safer handling techniques and provided with refresher courses and updates to keep their skills current. Further information is available in the Moving and Handling Policy.

4. Facilities for pupils at the school including facilities which increase or assist access

The school supports the rights of all pupils to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality.

The school promotes an ethos of respect for everyone.

School has and continues to undertake a programme of extending and improving its premises and facilities to ensure the changing needs of its pupil population continue to be met. Major building projects have created fully accessible classrooms, a medical room, Art room, Drama studio, Design Technology workshop and a Hydrotherapy Pool.

School grounds have also been improved with an all-weather Multi-Use Games Area (MUGA), wheelchair friendly playground surfaces and ramps, security fences and improvements to the accessibility of the allotment, wildlife and trim trail areas.

Additional therapy and intervention spaces are being created in Summer/Autumn 2022.

The school has two minibuses, one equipped with a tail lift and an accessible vehicle.

Further information is available in the extensive School Accessibility Plan, Equalities Policy and Objectives, along with the 5 Year Horizon.

5. How resources are allocated amongst pupils

Resources are allocated to pupils according to their assessed need. Staffing is flexibly allocated to class groups with some individual pupils receiving additional support.

Some pupils have individualised equipment that enables them to access the curriculum and social environment of the school.

Further information is available in the Equalities Policy, PE and Sport Premium and Pupil Premium Strategy.

6. Arrangements for providing access by pupils to a balanced and broadly based curriculum

Refer to the Teaching and Learning Policy, the Curriculum, Assessment and Integrated Therapy Policies, Examination Policy and School website.

8. How the Governing Body evaluate the success of the education which is provided at the school

- Termly reports are made by the Head teacher to Governors
- Feedback to Governors from School Improvement Partner
- SEF summaries presented to Governors termly along with annual SEF every Autumn Term
- Governors make frequent, regular, focussed monitoring visits and report back to full Governor meetings each term

9. Arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils concerning the provision made at the school

Refer to Complaints Policy that outlines how parents can communicate difficulties, complaints and issues regarding their child's educational provision. We encourage parents to discuss their concerns with a member of the class team and if issues are not resolved, we advise further involvement of a member of the School Leadership Team.

10. Information about the School staffing policies and partnership with bodies beyond the school

Staffing:

- On-going review of School's staffing by Staffing Committee of the Governing Body
- The school has a School Leadership Team comprising the Head teacher, Deputy Head teacher, 3 Assistant Head teachers/Pathway Leads, Lead Therapist (OT), Intervention Lead, five Phase Leaders, SaLT and School Business Leader
- The school employs teachers, Higher Level Teaching Assistants, teaching assistants, an IT/Site manager, an Office Manager, Administrative Assistants, Cooks, Caretakers and Cleaners.

Links include:

- Autism Education Trust Partner School
- National College for Teaching and Leadership-NPQSL/ML placements
- Northumbria, Durham, Sunderland Universities-ITT placements

- Newcastle College, Northumberland College, Tyne Met College- TA/Social Care placements
- Northumberland Association of Special School Head teachers (NASHH)
- Federation of Leaders in Special Education (FLSE)
- Northumberland Special School Moderation Group
- Newcastle School Validation Group
- Bedlington Schools Partnership
- Northumberland Health Authority
- Family Support Network Group
- Numerous associations with other local mainstream and special schools

11. Arrangements made by the Governing Body relating to in-service training for staff in relation to special educational needs and disabilities

Continued Professional Learning and Development is available for all staff. Staff access training through a balance between the needs of the school (as expressed in the Whole School Targets) and an individual's professional needs as well as emerging needs related to any changes in the pupil population.

Staff have an essential 'toolkit' of training including: Child Protection and Safeguarding; eating and drinking (Dysphagia); Moving and Handling; Communication and interaction strategies and sensory integration.

Further health-related training; training on hearing/visual impairment, diabetes and epilepsy management, administering medication and other specialist approaches are carried out with specific individuals or teams as required.

12. The use made of teachers and facilities from outside the school including the links with support services for special educational needs and disabilities

The school has links with a wide range of organisations including;

- A variety of sport/dance based coaches-for specialised PE and sport sessions
- T4Y-RSE based providers
- Blyth Leisure Centre-Swimming coaching
- Azure
- Buzz learning
- Brightside
- Local colleges of FE
- Local work experience providers include; Groundworks horticultural/land-based activities, Choppington Co-op
- Alnwick garden-Roots and Shoots
- Platform One, Bedlington Station
- St. Paul's Parish Church, Choppington

13. Arrangements for consulting parents of children with special educational needs and disabilities and involving them in their education

The school strives to create and maintain positive relationships with parents/carers by frequent communication. Engagement with parents/carers and involving them in the education of their child is considered as vital. Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help their child at home and at school. In addition, we are happy to arrange meetings outside of these times. Younger pupils and those with more complex needs share activities and learning between home and school using Tapestry. Home-School diaries are an efficient way of keeping in touch.

Further information is available in the Home Learning and Remote Learning Policies.

14. Arrangements for managing the transition of pupils between phases of education, schools or preparing for adulthood and post-school

- Transition into and out of school is facilitated by a focused programme involving parents and pupils.
- Transition to post-school education is facilitated through annual review meetings, a transition plan, Careers Education Information and Guidance including interviews, visits to Post-16 providers, FE colleges and work experience opportunities. Students receive a staged induction as appropriate to their post-school placement.

15. Links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of children with special educational needs and disabilities

A number of professionals are linked to the school and support our work in various ways.

- NCC Speech and Language Therapists
- Peripatetic advisors for VI, HI and MSI
- FANE- provider of Moving and Handling training
- Physiotherapist Services
- Occupational Therapy Services
- Disabled Children's Team/ Children's Services
- Health Services, including Dietician, Dental Services, CYPS, School Nurse Practitioners, Diabetes and Epilepsy Nurses
- Education Welfare Team

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