



Special Educational Needs and Disabilities (SEND) Policy

Date established by governing body

Summer Term 2024

Date for full implementation

Immediately

Date for review

Summer Term 2025

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 them.

A child of compulsory school age or a young person has a learning difficulty 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. 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)

The kinds of special educational needs and disabilities for which provision is made at Cleaswell Hill School

Cleaswell Hill School is a co-educational maintained specialist 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 Autism Spectrum Condition, ADHD, OCD, speech, language and communication needs and delay, complex and multiple learning difficulties and disabilities, physical and/or multi-sensory impairment.

The Local Authority, with advice from school, makes decisions on the admission of pupils.

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, Target Setting and Integrated Therapy Policies available on the school website or from the school office.

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 agencies 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 needs with the intention of planning 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, including a programme of interventions, outlined within the Assessment Policy to ensure the best possible progress and attainment for individual pupils.

The support and 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. Further information is available in the Moving and Handling Policy.

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

School promotes an ethos of respect and supports the right of all pupils' to equal access and opportunities regardless of protected characteristics including; age, culture, religion, gender, ability, disability or sexuality.

School 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 recent building projects have created a courtyard area for therapy intervention cabins, further cabin spaces to support individual learning environments and, from September 2023, a satellite Sixth Form Centre.

School grounds have also been improved with outdoor therapy swings, security fences and improvements to the accessibility of the wildlife areas.

The school has two minibuses, one equipped with a tail lift, plus two further vehicles, one with accessibility for wheelchair users.

Further information is available in the School Accessibility Plan; Equality Policy and Objective; Therapy Development Plan, Implementation Plans, along with the detailed Year 2 Horizon of the 5 Year School Development Plan.

How resources are allocated amongst pupils

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

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

Further information is available in the SEN Information Report; School Accessibility Policy; Therapy Development Plan; Equality Policy and Objective; PE and Sport Premium and Pupil Premium Strategy.

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

Refer to the Curriculum Policy; Assessment Policy; Integrated Therapy Policy; Examination Policy; Pathway and Subject Rationales.

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
- Termly feedback to Governors from the School Improvement Partner
- SEF update presented to Governors annually at the Autumn Term meeting of the Governing Body with summative updates in Spring and Summer Terms
- Governors make frequent, regular, focussed monitoring visits and report back to full Governor meetings each term.

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 the 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 the Class and Phase Lead and if issues are not resolved, we advise further involvement of a member of the School Leadership Team.

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
- School Leadership Team comprising the Head teacher, 2 Deputy Head teachers, 2 Assistant Head teachers, Lead Therapist (OT) and Strategic Business Lead, School Business Lead, Business Manager (Health & Safety- Premises)
- School Leadership Team also has 6 Phase Leaders, Intervention Lead, Speech and Language Therapist

- The school employs teachers, Higher Level Teaching Assistants, Teaching Assistants, Administrative Assistants, Cooks, Caretakers and Cleaners.

Links include:

- Autism Education Trust Partner School
- 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)
- Bedlington Schools Partnership
- Northumberland Health Authority
- Northumberland Adult and Children's Services
- Family Hubs
- Local mainstream and specialist schools
- Numerous work and post school placements

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, Implementation Plans and 5 Year Plan) and an individual's professional needs as well as emerging needs related to any changes in the pupil population.

Staff appraisal supports the training process.

Staff have an essential 'toolkit' of training including: Child Protection and Safeguarding; Moving and Handling; communication and interaction strategies and sensory integration. These form part of the induction package and are refreshed overtime.

Health-related training; training on multi-sensory impairment, diabetes and epilepsy management, dysphagia, 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;

- Sport/dance based coaches-for specialised PE
- Blyth Leisure Centre-Swimming coaching
- Post-school provision
- Local colleges of FE
- Local work experience providers
- Alnwick garden-Roots and Shoots
- Platform One, Bedlington Station
- St. Paul's Parish Church, Choppington
- Northern Learning Trust

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

School strives to create and sustain strong partnerships with parents/carers. Engagement with parents/carers and involving them in the education of their child is prioritised.

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, school will arrange meetings outside of these times as requested.

Shared activities include; sessions at Choppington Welfare; Stay and Play; Sports Day, Christmas and Summer Fairs.

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.

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 settings, staff, 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-school provision, FE colleges and work experience opportunities. Students receive a planned, 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;

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

Author:	Karyn McMahon
Head teacher:	Mike Jackson
Chair of Governors:	Tim Chrisp
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