Cambridge Maths School

Special Educational Needs and Disability Policy

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Introduction

Cambridge Maths School aspires to provide all students with an education that allows them to fulfil their potential by recognising their individual differences, celebrating their strengths, helping them to adapt their weaknesses, and by enabling them to value themselves and others. The school strives to create a sense of community and belonging for all our students. We have an inclusive culture with high expectations. An aspirational curriculum is offered to all students with well-established systems for early identification of barriers to learning and participation.

This policy and the SEND information report will be reviewed by the SEND Provision Lead every year, and he/she is responsible for its implementation. It will also be updated if any changes to the information are made during the year. It will be approved by the Head of School and Local Governing Body.

This policy should be read in conjunction with the information within the SEND OAP (Ordinarily Available Provision) Information Report, available on the school website, and complies with the legal requirements of The Children and Families Act 2014, The Special Education Needs and Disabilities Code of Practice 2015 and the Equality Act 2010.

Commonly used acronyms

SEN – Special Education Needs
SEND – Special Educational Needs and/ or Disability
EHCP – Education Health & Care Plan
LA – Local Authority
SENCo – Special Educational Needs Co-ordinator

Definitions

The school has accepted the definitions for special educational needs and for disability from the SEND Code of Practice (2015):

"A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England."

"Many children and young people who have SEN may 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 includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer."

Identification

The School is committed to the early identification of students who have special educational needs. As recommended in the Code of Practice and in line with LA policy, the school adopts the graduated approach to SEN and recognises that there is a continuum of needs.

Where a student is identified as having SEND, the School will, in consultation with the student and parents/carers take action to remove barriers to learning and put effective special educational provision in place. This SEN support involves a cycle through which decisions and actions are revisited, refined, and revised. The SEND Provision Lead uses this information to compile the SEND register, which is reviewed regularly.

In a very few cases, it may be necessary for the school to consider, in consultation with the parents and any outside specialists involved, whether a statutory assessment for an EHCP should be requested from the LA. The school uses LA guidance to help make any such decisions. If the student's needs are considered to be severe, long term and complex, a statement of special educational needs may be issued by the LA.

Planning and progress

To support the planning for students with special educational needs the school collects information on individual students from a variety of sources, including;

- Information from feeder schools is collected through informal discussion, sharing of school files and details of Key Stage 4 accreditation. For more information on transition, please refer to the SEND Information report available on the school website.
- In the autumn term all Year 12 students take the standardised baseline ALIS test which seeks to identify an objective perspective of students' strengths and weaknesses.
- If further assessment is required specialists from the LA can be asked to help identify needs and implement strategies.
- The progress of students is continually monitored using reviews of targets set, academic attainment and engagement in individual subjects (roughly every term) and annually where appropriate.
- The SEND Provision Lead will support students applying to university by reviewing and supporting students applications and ensuring that, if the student agrees, that they acknowledge any assessed SEN on their UCAS application.

The SEND Provision lead uses this information to compile SEND Student Passport, which include an outline of student's barriers to learning and support strategies, and these are shared with all staff. These are reviewed half termly, or more frequently if appropriate.

Provision

Like all learners, students with special educational needs require frequent opportunities to practice their skills and to develop their knowledge and understanding within a secure and flexible learning environment. All students are entitled to access a broad, balanced, and relevant curriculum, appropriate accredited qualifications, and a wide range of opportunities.

Faculties make provision for students with special educational needs through careful planning of activities that recognise that all students benefit from access to a quality first teaching. Classroom environments offer appropriate challenge and support; students are involved in reflecting on their progress and teacher expectation is high.

We have substantial experience in supporting students with a wide variety of needs, and teachers and supporting staff undertake regular training to enable them to support students with SEND in the classroom. This training may be specific to particular conditions or categories of SEND, or more general, for example, on strategies to scaffold tasks for a range of learners.

Monitoring and evaluation

The effectiveness and implementation of provision, including special educational provision, is regularly monitored, evaluated and reviewed. In addition, it is recognised that school wide systems of lesson observation, staff performance management systems, and careful tracking of student progress will enable us to plan for improvement and target resources efficiently.

Partnerships

The school encourages students to participate in their learning and decisions made about them. Students are:

- Part of the decision-making process.
- Included in setting their targets.
- Included to contribute to the annual review procedure and to attend annual reviews.

The school works closely with parents/carers, listens to their views and recognises that their involvement and support is vital to the success of the education of students with special educational needs. We promote a culture of cooperation and will always seek constructive ways of reconciling different points of views. Parents/ carers are:

- Encouraged to discuss any issues and concerns with the SEND Team.
- Always kept informed of any additional or different provision being given.
- Invited to contribute to and attend any review meeting about their child.
- Aware of targets set for their child, the progress being made and appropriate strategies which will help in school and at home.
- Signposted to SENDIASS so that they can obtain impartial and confidential advice, information, and support.
- Able to have access to appropriate special educational needs records for their child.

Advice and support from specialist agencies and other professionals is sought and put in place where appropriate to ensure provision meets the needs of students.

Contact

The school recognises that students with special educational needs are the responsibility of all staff. The SEND Provision Lead can provide information about facilities and provision for young people attending the school. More information about who to contact can be found within the SEN Information Report, available on the school website.