



Special Educational Needs and Disabilities (SEND) Policy

Approved and Adopted

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| Policy Author: | Martha Horimoto (SENDCo) and Vicki Ellis (Deputy SENDCo) |
| Approved by: | Full Governing Body |
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Cranbourne Special Educational Needs and Disabilities Policy

Rationale

Our aim is to ensure that all students enjoy equal right of access to a broad, balanced and personalised curriculum. We recognise that some students may experience greater difficulty in learning than other children of the same age and so may require special educational provision to be made in order for them to fully achieve their full academic potential and develop into confident, responsible and caring young adults.

Purpose

Cranbourne values the abilities and achievements of all its students and is committed to providing for each student the best possible environment for learning. Cranbourne aims to:

- Ensure that all students with special educational needs and disabilities (SEND) have access to a broad and balanced curriculum to allow the students to reach their full potential
- Provide a curriculum appropriate to the individual's needs and abilities
- Ensure the identification of all students requiring Special Educational Needs (SEND) provision as early as possible in their school career
- Ensure that parents of SEND students are kept fully informed of their child's progress and attainment and letting parents know the support that is in place affecting their future provision
- Ensure that teachers at Cranbourne are able to identify and provide for those students designated SEND so far as is reasonably practical
- Fully integrate SEND students into the school community
- Build self-esteem by providing opportunities for success
- Provide support through the Compass Unit , Resourced Provision for Dyslexia, The Lighthouse and in mainstream classrooms
- Monitor the progress of students with SEND
- Apply principles of equal opportunity and mutual respect.

This policy is drawn up in the accordance with the planning duty in Equality Act 2010. It draws upon the guidance set out in the Equality Act Codes of Practice (2010) including the Reasonable Adjustments for Disabled Pupils guide (2010).

Guidelines

The Governing Body

- Has tasked governors that monitor the provision made for students with SEND
- Reviews the school's policy annually

- Has due regard to the Code of Practice (2015, including more recent updates) when carrying out their duties to all SEND students.

The Head Teacher

The Head Teacher is the responsible person (as defined in the Code of Practice) who, along with the Governing Body, is responsible for the management and organisation of SEND provision. This responsibility is delegated to the SENCO who line manages the Head of SpLD, The Deputy SENDco. The Deputy Head is Pastoral Lead and Line Manages the Lighthouse Team and The North Compass Unit Provision.

The Special Educational Needs Co-Ordinator (SENCO) and Deputy SENDco; alongside The Head of SpLD and The Deputy Head Pastoral Lead oversee all SEND matters. Collectively they

- Assume responsibility for the day-to-day operation of the Compass Unit, Resourced Provision for Dyslexia and The Lighthouse.
 - Liaises with parents, teachers, advisers, and all relevant outside agencies. Keeping GB informed via the tasked governors.
 - Organise an 'Assess, Plan, Do, Review' cycle of provision
- Ensures that names of identified students are placed on the school SEND register referring to the particular needs
- Make available to all staff guidelines and strategies to support SEND students
- May prepare a request for statutory assessment following consultation with parents and outside agencies
- Oversee the writing and distribution of student Pupil Profiles. These will include information about:
 - Student strengths and barriers to learning
 - Teaching strategies to be used
 - Provision to be put in place
- Manage and deploy Learning Support Assistants
- Organise procedures for the identification of students who meet the criteria for examination and test concessions ensuring that such concessions are provided during examination periods
- Contribute to the in-service training of staff and Initial Teacher Training (ITT) students
- Liaise with feeder schools to ensure a smooth transition from Primary to Secondary education
- Organises effective provision to support students with SEMH needs in consultation with the Pastoral Lead and appropriate members of the Compass and Lighthouse Team.

The Teacher

- Is responsible for the progress of students with SEND in their classroom. This includes communicating concerns and providing differentiated materials for classroom and homework
- Must be familiar with and respond to strategies outlined in student Pupil Profile
- Must comment on a student's progress at Annual reviews of EHCPs

- Must pass on SEND concerns to the SENCO and/ or other relevant members of staff.

Learning Support Assistants (LSA)/ Higher Level Teaching Assistants (HLTA)

- Provide support to students in classrooms, the Compass Unit , the Resourced Provision and The Lighthouse alongside the Mental Health and Well Being practitioner.
- Deliver small-group and 1:1 learning programmes as required
- For a small number of pupils act as an amanuensis during examination periods and for students with a reader and/or scribe entitlement during formal assessments.

Parents

The school will liaise with parents in respect of all students with SEND. Parents' views will be actively sought and incorporated in all assessments and reviews. Parents will be kept informed of progress and procedures.

Allocation of Resources

Resources are allocated in order of priority:

- Students with an EHCP take priority
- Other students are supported to meet their needs as necessary

Cranbourne provides three differing levels of support to pupils in line with Hampshire's model.

Ordinary Provision

SEND Support Provision

EHCP Provision

Assessment

- Initial information is gathered from feeder primary schools
- A variety of methods are used to assess students with SEND and are updated regularly
- Standardised reading and spelling ages and CAT scores are collected via testing at the start of Year 7 (and in-year for other enrolments) and as necessary for students receiving intervention
- The SENCO determines those cases in which outside agencies may be called on for further assessments to be conducted
- Following the assessment of a need, Cranbourne applies a four-stage model as advocated by the Code of Practice (Assess, Plan, Do, Review)

Access to the curriculum

All students with SEND are entitled to support to enable them to access the full National Curriculum. This may be provided through:

- Higher Quality Inclusive Teaching
- Differentiated provision of resources
- Differentiated objectives and outcomes
- Additional support from a Learning Support Assistant

In rare cases, a student may be dis-applied from a subject. This can only occur following consultation with the Head Teacher, Head of Department, class teacher, SENCO, student and parent. In these cases a student would likely have an EHCP in place or other mitigating circumstances.

The school will publish information regarding its SEND on the website that links in with the Local Offer of Hampshire County Council.

Monitoring and Evaluation

The success of the policy will be demonstrated through:

- Measuring the rates of progress SEND students make, both in interventions and in the classroom
- Measuring rates of unauthorised absence
- The reports resulting from the regular visit by Local Authority advisors, inspectors and governors