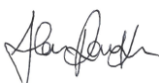





# Special Educational Needs and Disability Policy (SS 26)

<b>Ratified by Governors:</b>	Mr A Rankin
<b>Signature:</b>	
<b>Date:</b>	November 2024

<b>Ratified by SLT:</b>	Mr R King
<b>Signature:</b>	
<b>Date:</b>	November 2024

<b>Committee Responsible:</b>	Quality of Education
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## 1. Aims

Cockermouth School aims to embrace the needs of all students. We have a whole school inclusive approach to SEND, where all teachers have a responsibility for Students with SEND. We aim to raise the aspirations of and expectations for all Students with SEND, provide effective opportunities for academic and social development, respond to Students diverse learning needs and provide a focus on outcomes.

### **SEND Contacts:**

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SENCO: Mrs Beki Cosh (Wider School SEND) coshr@cockermouthschool.org

## 2. Objectives

- To identify, assess and provide for students who have SEND and additional needs as early as possible.
- To work within the guidance provided in the SEND Code of Practice: 0 to 25 years.
- To create a positive environment that meets the needs of each Student, encourages them to develop confidence and self-esteem and recognise the value of their own contribution to learning.
- To provide support and advice for all staff working with SEND Students.

## 3. Definition

A child or young person has Special Educational Needs and Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made.

A child or young person of compulsory school age has a learning difficulty or disability if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age.
- b) Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream Post-16 institutions.

Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.

## 4. Head of Learning Support/ SENCO Responsibilities

In Cockermouth School the provision for all students (including those with SEND) is the responsibility of all staff.

The Head of the Learning Support and the school SENCO assume the role of the SENDCO

The main duties of the Head of Learning Support and SENCO, as outlined in the Code of Practice: 0 to 25 years, are:

- Overseeing the day to day operation of the school's SEND Policy.
- Co-ordinating provision for children with SEND.
- Liaising with the relevant designated teacher, where a looked after Student has SEND.
- Advising on the graduated approach when providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet Students' needs effectively.
- Liaising with parents of Students with SEND

- Liaising with other schools, educational psychologists, health and social care professionals and independent and voluntary bodies
- Being a key point of contact with external agencies, especially the Local Authority and its support services

The Learning Support Department at Cockermouth School incorporates a Resourced Provision for Autistic students. These students are placed by the Local Authority (LA) and are integrated into the whole school population. More detail about this provision can be seen on the school website.

## 5. Identification of SEND

Cockermouth School acknowledges its duty to identify students who have SEND.

We will put into practice the procedure for identification of students with SEND as laid out in the SEND Code of Practice: 0 to 25 years.

There are 4 broad categories of need:

1. **Communication and interaction:** including speech language and communication needs (SLCN) and Autism Spectrum Disorder (ASD)
2. **Cognition and Learning:** including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SPLD) including but not limited to dyslexia, dyspraxia and dyscalculia.
3. **Social, emotional and mental health (SEMH):** Including but not limited to self-harm, depression, ADHD and attachment disorder.
4. **Sensory and/or physical:** including visual impairment (VI), hearing impairment (HI), multisensory impairment (MSI) and physical difficulties (PD).

The purpose of identification is not to fit a student into a particular category. When identifying the needs of a student we consider the needs of the whole child and not just the SEND.

The SEND of the majority of students will have been identified and assessed by the school from which they are transferring. Their records of support will be used to help in the process of identification and to determine the provision and support put in place.

For students with an **Education and Health Care Plan (EHCP)**, the school will be aware of, and ensure that, the outcomes of a student's EHCP are met. Subject staff and Learning Support staff will contribute relevant information in support of a student's statutory review. The school works closely with the INSPIRA service, other Post-16 providers when drawing up Transition Plans. Supported visits can be arranged to the local Further Education College for vulnerable students who are likely to progress onto "Transitions" or other vocational courses.

Diagnostic assessments are carried out upon transfer to Year 7, as well as any students transferring to Cockermouth School mid-year in order to identify who might need extra support.

We recognise that students learn at different rates. There are many factors that affect achievement including: ability, emotional state, age, maturity and SEND.

We aim to identify these needs as they arise and provide teaching and learning contexts that enable every student to achieve their potential.

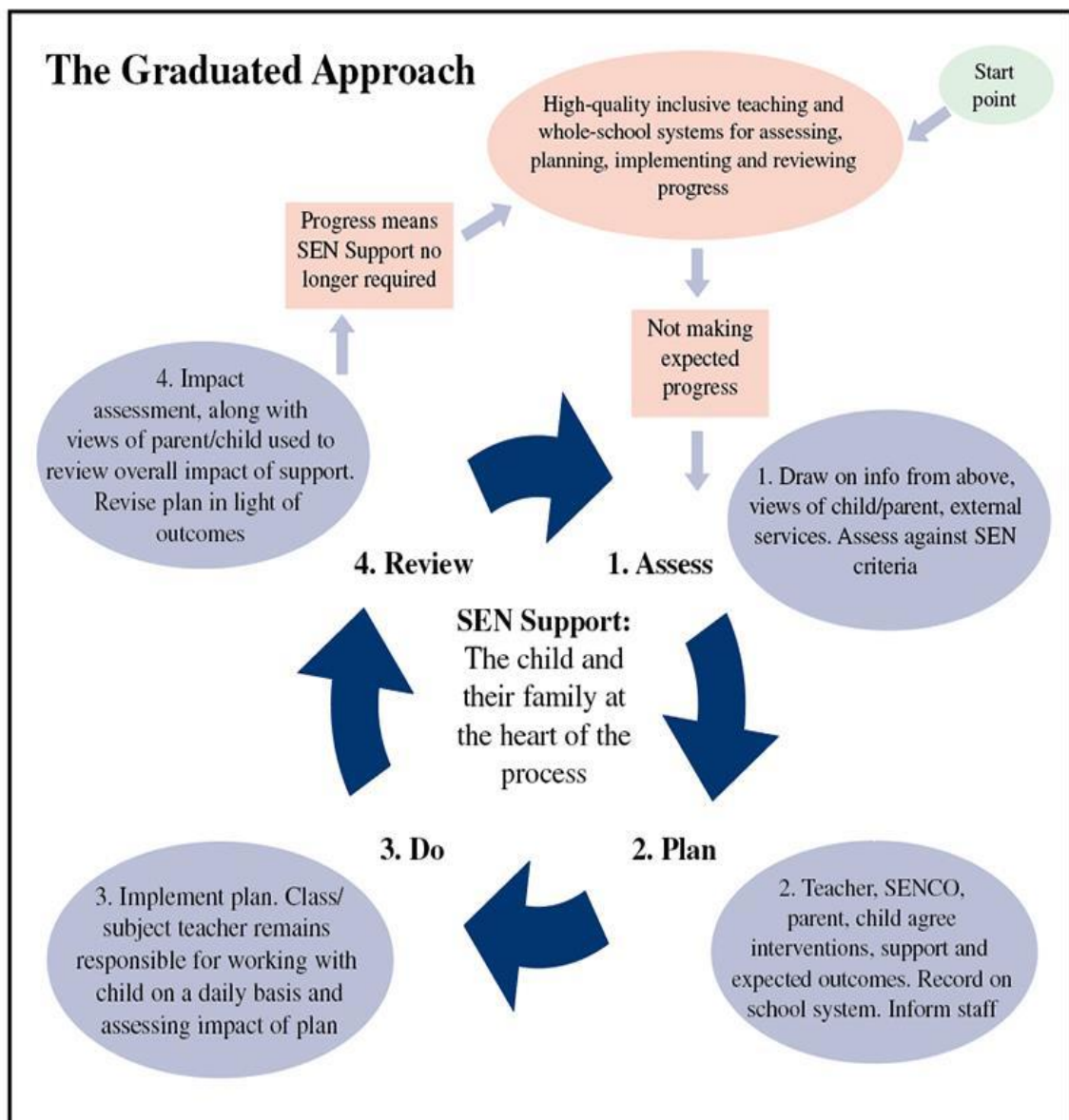
The SENCO and Head of Learning Support will work with staff and parents to ensure students who may have SEND are identified as early as possible. Parents are encouraged to contact the Head of Learning Support and SENCO with any concern over the needs of their child or the provision put in place for them.

All students have an entitlement to a broad and balanced curriculum, which enables students to

- Understand the relevance and purpose of learning activities
- Make progress in line with national expectations and their peer group in school; after having considered the nature of their SEND/relative starting point.

## 6. Assessment and The Graduated Approach

Cockermouth School employs a four-part graduated approach in the identification of SEND. This will ensure early action can be taken and continually revised leading to a better understanding of a student's needs and better outcomes. The assess, plan, do, review process is a cycle – the idea being that this process is continual. This is known as the graduated approach which is illustrated in the table below (Natalie Packer 2017)



The Graduated approach starts with quality first teaching in the classroom. It is a whole school approach where all students have access to a wide range of learning experiences and an adapted curriculum, without involving additional adults or interventions. It is a style of teaching that emphasises high quality inclusive teaching for all students in a class including those with SEND.

The diagram above shows the process a student moves through when entering the SEND register, the cycle they work through whilst on the SEND Register and when they would exit the SEND register.

If a student is making little progress, teachers will work through assessing, planning, implementing adaptations and trying different strategies in their own classroom before referring a student to the SENCO. All teachers are responsible for this.

If a student continues to make little or no progress the student will be referred, by the teacher, to the SENCO.

Students added to the SEND register at SEN Support Level will have a SEND student profile created and adaptation put in place, to support their learning and development.

Adaptations could include: group or individual withdrawal sessions, teaching assistant in-class support, or specific interventions. Support will be planned and implemented on an individual basis to support the student as a whole.

All additional support will be reviewed and assessed and the cycle continues as needed. If it is deemed in school support is not sufficient, external support and advice will be sought and the cycle will continue.

In a minority of cases and only when a student's needs are exceptional, it may be deemed necessary to request an Education Healthcare Plan (EHCP). Further support from the Local Authority is then received through high needs funding.

No matter where a student is in the process, teachers are expected to implement advice relating to specific students. Such advice is issued in a variety of ways including Student Profiles and student specific emails, as well as recording information on Class Charts. The SENCO and Head of Learning Support are responsible for regularly updating this information.

Some students with SEND will have access arrangements made in exams, such as rest breaks, extra time, a reader or reading pen, a scribe or access to a word processor. The SENCO works closely with the Examinations Officer, to make sure students are able to access exams and other assessments by making the necessary applications, in accordance with JCQ regulations.

**Removal from the SEND Register:** This occurs when a student is deemed to be making progress in line with national expectations and their peer group in school; after having considered the nature of their SEND/relative starting point. Their needs will continue to be catered for during this time through ordinarily available provision and inclusive first quality teaching. These students will be closely monitored to ensure progress remains in line with age related expectations.

## 7. Monitoring and Review

The SEND register is a fluid document that gets updated once a term. The SENCO will keep parents/carers and students fully informed at every stage of the process. Additional intervention and support cannot compensate for a lack of good quality teaching and focussed support at home.

Students and parents should participate in all decision-making processes including: contributing to the student profile, setting SMART targets, discussing their choices, assessment of needs and the review procedures.

Student profiles and other SEND guidance will be accessible to all teaching staff on the school shared drive. Student Profiles will be reviewed three times yearly and regularly by the Head of Learning Support and SENCO. This will enable the effectiveness of the student profile to be monitored and will help students recognise the progress they are making. Students with an EHCP plan will have one statutory annual review to consider the progress they are making in achieving the outcomes set out in these documents.

Subject staff will contribute relevant information to support a statutory EHCP review. Parents and students will contribute relevant information and will be invited to take part in the review.

The annual review in Year 9 and any subsequent annual reviews until the young person leaves school will include a focus on preparing for adulthood and transition planning.

The Head of Learning Support will review the SEND policy annually in accordance with any new and updated legislation

## **8. Inclusion**

Students with a physical disability or other medical conditions will have reasonable adjustments made to ensure they are included into mainstream classes and will be encouraged to participate in all areas of the curriculum. School will comply with its duties under the Equality Act 2010.

Where these students also have special educational needs and may have an Education Health Care Plan, the SEND Code of Practice (2014) will be followed.

We are committed to promoting an inclusive environment for all students.

Please refer to the school's Accessibility Policy found on the school website.

## **9. The Local Offer**

The Local Offer provides information on all the services available for children and young people who have Special Educational Needs and/or a Disability (SEND). This means this information is readily available for young people and their families to access.

It details what can be expected from a range of local agencies, including education and health and social care providers.

The Cumbria Local Offer can be found at

[https://fid.cumberland.gov.uk/kb5/cumberland/directory/advice.page?id=F6M\\_YGKBr0E](https://fid.cumberland.gov.uk/kb5/cumberland/directory/advice.page?id=F6M_YGKBr0E)

## **10. The SEND Information Report**

It is a statutory requirement for schools to provide a SEND Information Report. The school will publish a report on SEND provision annually, on the school's website, and as soon as possible if any changes occur during the year.

## **11. Complaints Procedure**

If a complaint arises due to a special educational need, the first contact should be with the schools SENCO or Head of Learning Support. If the issue cannot be resolved at this stage, the school's Complaints Policy should be followed. This can be obtained from the school website.

**Headteacher:**

Mr R J King

**Chair of Governors:**

Mr A Rankin

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