

SEND POLICY

Committee:	Curriculum
Approved by FGB:	To be reviewed
Date of next review:	5 th February 2020
Responsible Officer:	Kara Earl -SENCo

1. Introduction

The purpose of this policy is to demonstrate how Comberton Village College meets its statutory responsibilities and other duties as detailed in the SEN Code of Practice Sept 2014. This policy has also been written with reference to the following guidance and documents:

- Equality Act 2010 and advice for schools 2013
- Statutory Guidance on Supporting Pupils with Medical Conditions at School 2014
- CVC Safeguarding Policy
- CVC Disability Equality Policy and Accessibility Plan

This policy was created by the Comberton Village SENCos and in liaison with each school’s senior leadership team and relevant governor.

The policy will be monitored for impact through the school SEF, SDP, parental and student feedback. Other relevant staff, a range of parents, and students in each school were also involved in the process of developing the policy which was shared via websites, meetings, and forums.

- At Comberton Village College we value the abilities and achievements of all students regardless of ability and are committed to providing an inclusive environment
- Comberton Village College does not discriminate on the grounds of SEN/additional needs and support the Admissions Code agreed in partnership with the LA.
- Students with a Statement of SEN or EHC Plan that names Comberton Village College will be admitted where it is seen that we are able to provide an efficient and effective education that will enable the student to make progress and not hinder the progress of other students.

Comberton Village College delegates the responsibility for the day-to-day implementation to the College’s SENCo, however, the Principal Peter Law retains overall responsibility for the quality and provision of SEN.

The relevant SEN information about roles and responsibilities at Comberton Village College are outlined in the table below:

School	SENCo	Senior Link	Medical Needs	Designated Person	LAC manager	PP manager	Governor
Comberton Village College	Kara Earl	Peter Law	Susan While-Paddon	Sean Pollock	Sean Pollock	Nigel Carrick	Sian Gardner

2. Long term aims and immediate objectives

Long term aims:

- Comberton Village College values the abilities and achievements of all students and is committed to providing the best possible learning environment for each pupil.
- Comberton Village College will endeavour to make every effort to create inclusive environments that do not discriminate against students with SEN or disability, whilst maximising students' achievement and promoting independence and lifelong learning.
- Comberton Village College will work to raise the aspirations and expectations for all students with SEN, with a focus on individual student outcomes.

Immediate objectives:

- To identify students who have SEN, as early as possible.
- To provide for students who have SEN, as soon as possible.
- To ensure that teaching staff are equipped to provide for students with SEN via an 'Assess; Plan; Do; Review, model.
- To work closely with the parents/carers of students with SEN (this includes providing them with links to details of appropriate organisations (including voluntary sector organisations), supporting students with SEN and signposting towards the Local Authority Local Offer.
- To ensure that all students with SEN are able to access exams and other assessments.
- To ensure that all students with SEN are able to make successful transitions (at KS2 – 3, 3-4 and 4-5).

3. Identifying SEN

Students have SEN if they have a learning difficulty which has an impact on their progress and attainment, and calls for a special provision to be made for them beyond or in addition to, a differentiated curriculum.

The Code of Practice 2014 describes 4 broad areas of SEN and Comberton Village College has provision to manage and support students with needs in each of the categories. Please refer to the individual College SEN report/offer to see specific details. These 4 categories of need are:

- Cognitive and Learning
- Communication and Interaction
- Social Emotional and Mental Health
- Sensory and/or physical needs

Comberton Village College does consider the following to be SEN but understands that they might still have an impact on progress and attainment. If you would like to discuss support for the following areas of need, then please contact our SENCo who will pass your details on to the appropriate member of staff:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Poor health
- Safeguarding Issues
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a serviceman/woman

- Having behavioural difficulties (concerns related to a young person’s behaviour should be described as an underlying response to a need which we will respond to)

4. A Graduated Response to SEN support

Comberton Village College has different graduated responses for SEN support. Please refer to our SEN report/offer to see specific details.

However, all schools in the CAM Academy Trust share the following:

Quality First Teaching
Robust line management within SEN department
Performance Reviews of all members of school (including SEN Dept)
Observations of all members of school (including SEN Dept)
Analysis of data to inform responses to SEN support and provision
Training for staff to ensure that appropriate support can be delivered
High quality and accurate formative assessment
Where necessary, the ability to draw on more specialised assessments from external agencies and professionals
Regular meetings to discuss placing students on the SEN register
Regular meetings with parents/carers and students on the SEN register

5. Managing and supporting Students on the SEN register and their parents/carers

Once a student has been identified as having SEN and after consultation with parents/carers, he/she will be placed on the SEN register.

Students will be placed on the SEN register if they are considered to have SEN Support or an EHC Plan.

Comberton Village College has processes for managing students on the SEN register (this includes their exit from the SEN register). Please refer to our individual school SEN report/offer to see specific details.

However, Comberton Village College considers the following to be important and makes provision for:

- Having student centered plans which act as live records, telling teachers what needs have been identified, how to remove barriers to learning and expected outcomes
- How the provision in the plan is decided upon
- What the costs of the plan are
- when the plan is due to be reviewed (how students and their parents/carers are involved)
- How students with SEND can have opportunities to make known their opinions about their support/provision
- Regular monitoring and evaluating of the provision offered
- Identifying the student’s lead professional
- Completing appropriate paperwork e.g. CAF, EHC Plan

6. Supporting Students with a Medical Condition

Comberton Village College recognises that students with a medical condition should be properly supported so that they can have full access to a broad and balanced education. Each of the schools complies with its duties under the Equality Act 2010. For specific information with regard to supporting a student with a medical condition, please contact the relevant member of staff at Comberton Village College.

7. Training and Resourcing

SEN provision is funded from Comberton Village College’s notional SEN budget and money allocated to an individual’s statement/EHCP. Some students may also benefit from pupil premium funding if they qualify for this category.

The training needs of staff are identified according to different school cohorts and the individual school self-evaluation processes.

All teachers and support staff undertake an induction process which includes specific training on SEN, safeguarding and inclusion.

Staff are encouraged to engage in quality CPD: the joint C.A.T. SEN training day in 2014 was rated as good or excellent by over 85% of participants;

Individual school SENCoS regularly participate in LA SENCo network meetings, joint termly C.A.T. meetings, other SEN updates which keep them abreast of local and national updates (e.g. NASEN conferences, CAP sessions on SEN law)

8. The Role of the Governing Body

Governors will endeavour to do their best to ensure that necessary provision is made for any student with SEN and make sure that action is taken to support the inclusivity of those students in Comebrton Village College's school activities, so far as reasonably practicable.

The Governing body has a statutory role in monitoring and evaluating the SEN provision and its impact on educational outcomes. Each term the appropriate member of Comberton Village College's school staff will report to the appropriate Governors' committee.

Governors make sure that they are aware of the Comberton Village Colleges' school provision, funding, equipment and staffing.

9. Storing and Managing Information

Information relating to the storage of documents related to individual students' SEN fits with the CAM Academy Trust policy on data management.

10. Complaints

Any complaints about SEN provision should initially be addressed to the SENCo of Comebrton Village College , and thereafter to the SEN department line manager. Should the complaint not be resolved, the procedure in the relevant CAM Academy Trust Complaints Policy, found at <https://www.catrust.co.uk/key-information/policies> should be followed.

11. Appendices –

The following documents can be found on the Comberton Village College website at <https://www.combertonvc.org/parent-and-student-information/policies> and should be read in conjunction with this policy ;

- SEN Information report/offer
- Safeguarding Policy
- Disability Equality Policy and Accessibility Plan
- Managing Pupils with Medical needs policy