



CLOUGHWOOD ACADEMY

SEND Policy

Version and Date		Author	Committee Responsible	Review frequency	Approval	Next Review Due
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1. Mission Statement

At Cloughwood Academy our Special Educational Needs policy reinforces the need for teaching that is fully inclusive. The Local Governing Body are fully committed to ensuring that appropriate and effective provision will be made for all pupils with additional and special educational needs.

1.1 Rationale

We believe that equality of opportunity must be safeguarded and that the framework of a broad, balanced and relevant curriculum is an entitlement for all pupils. Curriculum must be as personalised as possible, particularly in KS4 where it helps to promote a smooth transition to post 16 – into further education, employment or training.

We believe that all pupils with special educational needs or disability should learn alongside their peers, with additional support and provision as appropriate. We are an inclusive establishment and will endeavour to transfer recently taught strategies from intervention sessions into all teaching and lessons where possible.

We believe it is necessary to match the demands of a learning task to the capability of the pupil, and that by employing differentiated pedagogical approaches it will then be possible to provide a positive and successful experience for all.

Every pupil with Special Educational Need or Disability (SEND) at Cloughwood Academy has an entitlement to achieve their maximum potential. This itself is achieved by ensuring the wellbeing of all pupils so that they are able to

- Develop skills to become socially, emotionally and mentally resilient.
- Access to the best and most innovative learning experiences.
- Be part of a learning community that enables pupils to self-regulate in a range of contexts including work and college placements.
- To develop their creativity and ability to express themselves confidently.
- Be their best possible self.

These wellbeing outcomes are embraced in every aspect of school life: personalised teaching and learning approaches, development of flexible learning pathways and enrichment activities, support for emotional wellbeing and social, emotional and behavioural development, flexible timetables, assessment for learning which engages pupils in having a say about their progress and SEN provision; and partnership with parents/carers, other schools, the local community and with personalised health, social care providers and mental health providers.

1.2 Purpose

This policy sets out how we make provision for any pupil identified as having additional or special educational needs or disability. As a Special Academy, all pupils have Special Educational Needs and have an Education Health and Care Plan (EHCP) which describe

their main area of need as Social, Emotional and Mental Health (SEMH). Some pupils have additional support in these areas whilst others receive additional support for learning or for a particular physical disability. A small but growing number of pupils now present with more complex needs and have complex conditions alongside behaviour such as Asperger's, autism, PAD, ADHD or sensory needs. A large percentage of pupils can be categorised as having significant attachment needs. It is the interventions and the attendant processes and arrangements that are utilised which result in the delivery of support that this policy will describe.

1.3 Practice

'We aim to continue to develop a safe, thriving, Outstanding Special Academy, creating innovative learning and personal pathways into life, work and society for all our pupils.'
(Cloughwood Academy Mission Statement).

1.3.1 What is Special Needs?

"A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. A child has a learning difficulty 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 either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local educational authority"
- (c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them."

(DfES Code of Practice, 2001, Section 1.3)

These needs were later categorised in the SEND Code of Practice as

- Cognition and learning
- Communication and interaction
- Behavioural, emotional and social
- Sensory and/or physical

All pupils arrive at Cloughwood Academy with a Education and Health Care Plan (EHCP), however it is the job of the SENCo and all other teachers to be fully alert and vigilant in the identification of any other difficulties and changes in provision required for each pupil. Once concerns are raised that a pupil may be having difficulties, then the SENCo will decide, in consultation with the class teacher, via advice and support, upon the correct level of intervention and the process required to make adjustments to meet the need and reduce the disadvantage.

2. Personnel

All teaching staff and assistants at Cloughwood Academy have a vital role in ensuring pupils access the provision outlined in their individual plan. All form tutors will have a good knowledge of the SEND provision outlined in each pupil's EHCP.

The SENCo is responsible for the assessment and identification of Special Educational Needs for the whole Academy and is a member of the SLT and will support the application of this policy.

3. SEND specialisms and training

The SENCo has the National Award for SEN Co-ordination Diploma (Post-grad certificate).

Support starts from within the classroom and training for all staff is substantial and takes place on an annual basis. The goal of training is that staff are able to differentiate work, and have a nurturing approach within each lesson and during each transition from each Key Stage and from lesson to lesson. The key to success within the Academy is the incorporation of adaptive teaching within every lesson and ensuring there is a flexibility of approach based on the knowledge of what each child is able to achieve. At Cloughwood Academy we believe in maximising outcomes for every pupil.

The Academy achieved the 'Nurturing Schools Award'. All staff will also receive up-to-date, relevant training on understanding developmental processes of metacognition, inference skills, attachment, resilience, speech, language and communication, sensory needs and specific learning difficulties. Each year there is whole staff Quality of Education training to ensure every teacher is accomplished in teaching pupils the skills of learning. Through this training staff develop a closer alignment between intervention session approaches and teaching and learning strategies used in lessons across the curriculum. The SENCo will also identify when training is needed for specific areas for the whole school staff and will deliver training or liaise with other experts such as educational psychologists, speech and language therapists or outside literacy and numeracy specialists who can deliver training to the whole staff. There is also regular whole school training in physical intervention and de-escalation using recognised methods in addition to regular safeguarding training.

4. Identification, Assessment and Review

It is the responsibility of all staff to assist in identifying pupils with SEND. Most pupils arrive at the Academy having already been identified however needs may change over time. Provision is made and reviewed appropriately. The identification procedure includes the use of parental information, school information, statutory assessment information, screening procedures and teacher observation. Form teachers take responsibility for aiding the SENCo in the completion of SEND Cloughwood Profile. This document records all targets set by the pupils EHCP and all staff contribute to this document. This allows all staff to understand the pupils individual progress and contribute to further targets once these are reached. The SENCo arranges for the training of all staff who contribute to this document as it forms the basis of our Annual Review meeting of EHCP documentation and oversees the quality control of this information which is fed in to relevant reviews. Progress in English and maths tests (PIRA and PUMA) support identification of pupils requiring literacy interventions.

5. Process

Staff support the pupils within the classroom using quality first teaching and appropriate learning styles. Each session is planned with the pupils needs catered for. The pupils will have resources to support them in their learning and each class has at least two members of staff.

Twice in each academic year all pupils are tested using the progress in English test and the progress in maths test (PIRA / PUMA). This established a baseline level for each pupil in the school in examination conditions irrespective of their SEMH needs and it is completed independently in a group session.

Appropriate benchmarking tests, spelling tests and single word reading tests will take place

The pupils are assessed and taught independent learning skills. The system we use is Adaptive Behavioural Assessment System (ABAS). This measures the pupil's intrapersonal skills and supports all pupils to become self reliant when they leave school.

Every pupil in school will have a safety plan. This is a shared document between staff, pupils and parents and will describe strategies to help pupils achieve targets and identifies any risks. All interventions are also carefully designed to meet the targets for EHC plans and each pupil.

6. Monitoring

Staff review pupils progress in their subjects on a termly basis and share this information with parents and pupils.

Data is collected and shared with SLT and discussions around future support take place in Pupil Progress meetings.

7. Other interventions

If a child is identified as having a need that cannot be met by the skills of the Academy, then other professional advice will be sought. This could be from any other relevant agency, such as therapists and experts. Examples of this could be speech and language therapy, CAMHS interventions. These will be determined through a collaborative process.

8. Nurture

At Cloughwood Academy the school prides itself in having an overview of the wellbeing of each of its pupils and ensure effective support is put in place. When pupils exhibit specific difficulties, targeted interventions are put in place and there are programs in place for all pupils

to develop social and emotional skills. All class teachers are given the responsibility to understand and support the social and emotional wellbeing of their class.

All staff have a responsibility to be a nurturing staff member and understand that transitions are important, understand that the classroom should offer a safe base, that learning should be differentiated according to needs, that all behaviour is a form of communication and the importance of nurture for the development of wellbeing.

TRANSITION OF PUPILS

- Meetings are arranged between staff during the summer term to discuss the transfer of children from one class to another within the school. Details of support plans/risk assessments/Cloughwood Profiles are transferred to the new teacher, along with any relevant materials.
- Pupils in KS4 transition gradually to post 16 through a personalised provision that takes into account the individual pupil's wishes, feelings and career pathway. The 'Futures Curriculum' at Year 11 provides a highly scaffolded and personalised framework for supporting pupils' transition into a range of life opportunities after leaving school.

9. Annual reviews of Education, Health Care Plans (EHCPs).

All pupils at Cloughwood Academy require an EHCP which describes their additional needs. Cloughwood caters for pupils with Social, Emotional and Mental Health needs (SEMH) predominantly which will be recorded on their EHCP's. However, many of our pupils will have complex needs.

The EHCP will:

- Is pupil centered and involve parents, carers, children and young people in the planning process.
- Be focused on outcomes to be achieved for each child/young person
- Run from birth to age 25.

In Cloughwood, assessments and data are collected on our assessment system. This programme supports the EHCP. Targets are reviewed termly and all staff who teach the pupil will contribute to this. Additionally, all staff contribute to the pupils EHCP targets on the Cloughwood Profile document. In addition, parents, pupils and any other outside agencies views will be sought. This document allows equality of provision, assessment and recording irrespective of where the pupil comes from. The information from this will be transferred to the EHCP.

Parents and carers will be informed of the date and time of their child's annual review at the start of the academic year. Wherever possible, annual reviews take place in person at Cloughwood Academy to allow for collaborative discussions and meaningful planning. We recognise, however, that attending in person can be logistically challenging for some families. If parents would prefer to attend via Microsoft Teams, they are encouraged to liaise

with SEND administration by contacting gthomas@cloughwood.com to request a Teams link. Annual reviews are held on Thursdays at 3.00pm or, for Year 11 pupils, on Thursdays at 2.30pm.

Summary

Cloughwood Academy's SEND Policy outlines the school's commitment to providing inclusive, personalised education for all pupils with Special Educational Needs and Disabilities (SEND), with a focus on social, emotional, and mental health (SEMH) needs. All pupils have an Education, Health and Care Plan (EHCP) which is regularly reviewed through collaborative, pupil-centred processes involving staff, parents, and external agencies. The policy emphasises wellbeing, adaptive teaching, and targeted interventions to help every child reach their full potential, alongside clear procedures for assessment, monitoring, and annual reviews.