



SEND POLICY 2024-25

Approved by the FGB:	18 th September 2024
Date of next review:	November 2025 or as appropriate
Responsible Officer:	E Oakley-Pullen

1. Vision and Values

The special educational needs and disability (SEND) vision and values of Comberton Village College (CVC) are as below.

CARING

Comberton students care for and aid each other, the school and their wider environment. They understand, value, and respect their own and each other's place in our community. Our SEND students have a sense of belonging within the main school and further within our SEND provisions this enables them to be open-minded individuals being kind to others and themselves as they move forward in their life.

Our entire school community is made up of individuals and all are expected to be caring towards each other, celebrating differences, including those with SEND, creating a wholly inclusive safe environment both within and outside the classroom.

CONFIDENT

Comberton students are individuals who become confident, creative, interested citizens, with the character, resilience and well-being to make and grasp new opportunities. Students feel confident in their contributions to the school & their community and feel this throughout their time at school & beyond. Students are expected to encourage each other. Teachers within school are confident at teaching students with SEND. Staff working with SEND students are passionate in their abilities to communicate with students, enabling the students to build their confidence within lessons.

CAPABLE

Comberton students follow a broad and balanced curriculum enhanced with interventions appropriate to individual need. This curriculum equips them with the powerful knowledge and skills necessary to express informed opinions, to make safe choices, build resilience and to live a flourishing life in changing times.

Staff are able to make adaptations to ensure all students feel capable within lessons and extra curriculum activities, ensuring students leave Comberton with a confidence in their capabilities to succeed in life after school.

2. Definition and Context

The 2015 SEND Code of practice identifies the need to explore targeted support if a pupil:

- Has a significantly greater difficulty in learning than the majority of others the same age, or
- Has a disability which prevents or hinders them from making use of 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 provision or training which is additional to, or different from, that made generally for CYP of the same age by mainstream schools or post-16 institutions.

Within the 2015 SEND Code of Practice, the levels of support are now classed as SEN Support and 0-25 Education Health and Care Plans EHCP. Across CVC we have adopted a Four Wave Graduated Approach for the identification and the targeted support of those with SEND. See Appendix 1.

Under the Equality Act 2010 some students with SEN may also have a disability that requires additional or different educational provision to be made for them. This is defined as 'a mental or physical impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. Within this definition 'long term' is defined as 'a year or more' and 'substantial' as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, long term health conditions such as asthma, diabetes, epilepsy and cancer 'where a disabled child or young person requires special educational provision they will also be covered by the SEN definition'.

3. SEND: Areas of need

There are four broad areas of need, although CVC recognises that a student's needs may fall into one or more categories.

1. Communication and Interaction (C&I): Students with speech, language and communication needs (SLCN) and/or Developmental Language Disorder (DLD) have difficulty communicating with others. This may be because they have difficulty saying what they want to (expressive), understanding what is being said to them (receptive) or they do not understand what is being said to them (cognition). They may not understand or use social rules of communication. Children or young people (CYP) with Autistic Spectrum Conditions (ASC) including Autism can have more prevalent difficulties with social interaction due to differences in their understanding and connections between language, communication and flexibility of thought, which then impacts on how they relate to others.

2. Cognition and Learning (C&L): A broad ranging group of learning difficulties including Dyslexia and Dyspraxia as Specific learning Difficulties (SPLD), Moderate learning Difficulties (MLD), Severe Learning Difficulties (SLD) where CYP will need support in the curriculum and may have associated mobility and communication difficulties, to those with Profound and Multiple Learning Difficulties (PMLD) where CYP have severe and complex learning difficulties with physical disability and/or sensory impairment.

3. Social Emotional and mental Health (SEMH): CYP diagnosed with Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder may need additional support in the curriculum. Those with Mental Health Difficulties such as anxiety, depression, self-harming, substance abuse, eating disorders or physical symptoms, perhaps related to previous trauma, that are medically unexplained may also need additional or different support to access education.

4. Sensory and or Physical Needs (SI/PD): CYP with Hearing (HI) or Visual (VI) Impairment, or MultiSensory Impairment (MSI) may need additional specialist support or equipment to access the curriculum, or rehabilitation support. Some with physical disability (PD) may need additional and ongoing support to enable them to access opportunities available to their peers. SEN provision may be required as they have a disability that prevents or hinders them from making full use of educational facilities generally provided.



4. Principles

CVC stands by the stated obligations within **The Equality Act 2010** and as such, for all CYP within the school diagnosed with a disability affecting their education, will:

- Not directly or indirectly discriminate against, harass or victimise disabled CYP and will actively encourage heightened awareness of potential discrimination.
- Make reasonable adjustments, including the provision of aids and services to ensure that disabled CYP are not at a substantial disadvantage compared with their peers. Being anticipatory this duty requires advance planning of adjustments that may be needed to prevent disadvantage over time.
- Have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled CYP, publishing information demonstrating compliance with this duty through specific and measurable objectives published and reviewed against the core aims of the duty.
- Make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services through a published accessibility plan showing how access to both information and the physical environment, for those with disabilities, is to be increased.
- Through the governing body, publish information about the arrangements for the admission of disabled CYP, steps taken to avoid those with disabilities being treated less favourably and show how facilities through accessibility planning provide assistance.

CVC stands by the principles underpinning the **2015 SEND Code of Practice** where Local Authorities must have regard to:

- The views, wishes and feelings of the CYP and their parents/carers
- The full participation of the CYP and their parents/carers in any decisions through accessible timely information and support as is necessary to enable them to participate in those decisions fully
- Any support the CYP and their parents/carers need in order to facilitate the development of the CYP and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

5. The Role of the Governing Body

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

The Governing body has a statutory role in monitoring and evaluating the SEND 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.

6. Storing and Managing Information

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

7. Complaints

Any complaints about SEND provision should initially be addressed to the SENDCo of Comberton Village College, and thereafter to the SEND 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.



8. 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 ;

- SEND Information report
- Safeguarding Policy
- Disability Equality Policy and Accessibility Plan
- Managing Pupils with Medical needs policy.

Appendix 1

Assessment and Identification.

CVC will:

1. Use our best endeavours to make sure that all CYP with SEND get the support they need.
 - Ensure decisions are informed by insights of our parents/carers and CYP themselves.
 - Have high aspirations for them
 - Track and monitor their progress
 - Keep under review the different or additional provision that is made for them
 - Promote positive outcomes in the wider areas of personal and social development
 - Ensure that approaches are based on evidence and deliver impact

2. Ensure that reasonable adjustments are made in order for those with SEND engage in activities alongside peers without SEND.
 - All CVC students will access a broad and balanced curriculum
 - All CVC teachers will set high expectations through adaptive teaching to enable curriculum access for every student, regardless of prior attainment.
 - Alternative provision may be commissioned for CYP who face barriers to participation but only when other mainstream options have been exhausted.
 - CVC believes that in preparing students for future life, developing a student's individual character and building skills from their starting points for successful adult life are important.
 - Students will be encouraged to undertake wider enrichment activities including trips and visits through reasonable adjustments.

3. Designate a teacher responsible for coordinating SEN provision (SENDCO)

The SENDCO – Emily Oakley-Pullen is responsible for:

- Developing and reviewing CVC's SEND Policy.
- Co-ordinating the support for children with special educational needs or disabilities (SEND).
- Ensuring that parents are kept informed about the support pupils are receiving, involved in supporting a pupil's learning and involved in regularly reviewing their progress.
 - Developing and overseeing personalisation of teaching and learning for pupils
 - Liaising with professionals who may be coming into CVC to help support learning, e.g. Speech and Language Therapist, Educational Psychologist.
- Updating the CVC's SEND Register (a system for ensuring that all the SEND needs of students are known by all teaching staff in CVC) and making sure records of pupil's progress and needs are kept. Only students who access teaching and/or support that are different from usual excellent classroom teaching (known as quality first teaching or high quality teaching) will be included on the Register with the consent of parent/carers.
- Providing specialist support for teachers and support staff in the school, so that they can help students with SEND to achieve the best progress possible.
- Effective transition from Primary School for those with identified SEND.



- Assessing and ensuring that appropriate examination arrangements are put in place for those students who require these.
- Strategic oversight of SEND faculty and provision
- Oversight of SEND student progress and data.

Assistant SENDCo's – Amy Barker & Megan Wareham are responsible for:

- Assisting the SENDCO in meeting the needs of all students with SEND, including:
 - o Exam access arrangements.
 - O Co-ordinating support for children with special educational needs or disabilities.
 - o Support is coordinating referrals



APPENDIX 2 SEN SUPPORT CYCLE

Waves of Intervention

At CVC the school undertake a graduated response which outlines the support CYP will receive at each stage, see blow. The majority of SEN can be met by Ordinarily Available Provision which is overseen by Pastoral Teams. Wave 1 is for short term, targeted support as below. Wave 3 a CYP will be labelled as SEN Support and a letter sent home informing them of this. Wave 3 is for students with EHCPs. The Waves of provision are fluid processes built on a cycle of interventions. A CYP moving into Wave 2 for assessment and planning may return to Wave 1 if the difficulties faced in accessing learning and making appropriate progress can be met with training, guidance and adaptation in the classroom through Quality First Teaching. Alternatively, the needs identified through the Wave 2 assessment process may be such that Wave 3 interventions, which include efferals to external agencies or similar, need to be sustained and progress may be slow or difficult to identify. An application may be started at this point for an EHCP.

Parental engagement

Parental Letter Informing of Wave 2

Graduated Response

<p>Ordinarily Available Provision</p> <p>Pastoral Teams</p> <p>Across the school is the expectation of 'Quality First' teaching, all class teachers provide inclusive, high-quality teaching for all children, differentiated to take account of individual learning needs such as diagnosis of dyslexia or ADHD/Autism with high expectations for them. This is supported by whole-school policies - ie, it is part of the planning and beliefs of the school as a whole.</p> <p>Most children's needs can be met through high quality teaching and OAP. This may involve students having a strategy sheet to ensure their needs are catered for which is then distributed to all teaching staff.</p>	<p>SEN Support Wave 1 (Short Term)</p> <p>Pastoral Team & Teaching Staff</p> <p>Wave 1 is more targeted at pupils . If a child is not making appropriate progress despite some modifications to Wave 1 support they may need specific, time bound intervention to overcome their barriers to learning.</p>	<p>SEN Support Wave 2 (K)</p> <p>Pastoral Team & SEND Team</p> <p>Wave 2 On-going, specific support to address a child's SEN due to the child not making progress or significant needs. Students will be placed on the SEN register. Students may receive specialist support from outside agencies They will have an Assess Plan Do Review form (APDR form) managed by the SEND Team.</p>	<p>Wave 3 EHCP (E)</p> <p>SEND Team</p> <p>In the case of a very small number of students where there is still insufficient progress despite additional or different interventions and support being in place and reviewed over time the SEND Team with Parents may apply for an EHCP.</p>
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ALL staff are responsible for delivering OAP. Teachers will adjust teaching to reflect needs within the classroom/

Teaching staff or pastoral staff may start to create APDR cycles.

Pastoral team to fill out **student of concern form** to ensure SEND team involvement. SEND team then coordinate APDR.

SENCO requests EHC Plan if needed.



OAP	<u>Cognition and Learning</u>	<u>Communication and Interaction</u>	<u>Social, Emotional and Mental Health Difficulties</u>	<u>Sensory and Physical</u>
Provision and Intervention	<p>Quality First Teaching: Appropriate Learning tasks Differentiated-Curriculum/Work Differentiated Delivery e.g. simplified language, slower lesson pace Differentiated Outcome e.g. cartoon strip instead of written prose, use of iPads Increased Visual Aids/modelling Visual Timetables Illustrated dictionaries/spellcheckers Use of writing frames Change in seating plans Piggybacking off TA support in class iPad Pass Team Teach/Modelling Access to pastoral homework clubs Revision Classes Informative Assessment of progress Exam access arrangements In class targeted teacher support Key Words Wall/Mats Afterschool revision sessions Lunch time revision sessions Allowance of extra time to complete tasks Access to pastoral homework clubs</p>	<p>Quality First Teaching: All of previous and: Appropriate Learning tasks Flexible teaching arrangements Structured school and class routines Increased visual aids/Modelling Visual time tables Use of symbols Change in seating plans Environmental Clues e.g. location signs/colours Access to the Den</p>	<p>Quality First Teaching: All of previous and: Motivation – ensure success & appropriate Learning tasks Whole School and class reward system Whole school/class rules Whole school policy for behaviour Use of praise and reward Signals for sound level/change of activity Positive feedback/non-verbal/ Access to pastoral homework clubs Risk Assessment for self-harming</p>	<p>Quality First Teaching: All of previous and: Flexible teaching arrangements i.e. impaired pupil to be available to move at will to access lesson Teacher/Staff awareness of impairment i.e. not covering mouth when talking to a deaf child/light implications for visually impaired and lip readers Availability of resources i.e. writing slopes, iPads, oversized text or coloured paper Enlarged worksheets/text books Change in seating plans Modified resources Timetabling of classrooms Improved accessibility of school buildings Access lifts Moving and handling training Toilet Pass</p>
Assessment and Monitoring	<p>CATs (YR 7) Reading age tests – all years Monitoring of data capture Lesson Observations Learning Walks Strategy Sheets</p>			

WAVE 1 & 2	<u>Cognition and Learning</u>	<u>Communication and Interaction</u>	<u>Social, Emotional and Mental Health Difficulties</u>	<u>Sensory and Physical</u>
Provision and Intervention	<u>Interventions at OAP and:</u> All of previous and: Small group work in lesson Individualised differentiation in lessons Support in lessons from a teaching assistant Multi-sensory approach in lessons Use of iPad Apps Exam access arrangements Breakfast Literacy and Maths English+ instead of MFL Nurture Maths, English & Science groups Reduced timetables	<u>Interventions at OAP and:</u> All of previous and: Pastoral intervention groups (Anger groups) Exit card/time out strategies Positive Report Planning and provision for transition and further education WCCYM Friendship Group support for social skills ELSA Interventions	<u>Interventions at OAP and:</u> All of previous and: Break time/lunch time support in the Den Additional tutor group support—staff mentor allocated Early Help Assessment—YPW/FW Counselling 1:1 WCCYM Support Planning and provision for transition and further education	<u>Interventions at OAP and:</u> All of previous and: Adapted equipment for use in classroom Timetabling of rooms and access Exit pass/leave lesson early for transition Keys for lifts/pupil use of lifts Additional fine motor skills practice In class support for supporting access and safety Planning and provision for transition and further education
Assessment and Monitoring	CATs (YR 7) Access Reading age tests – all years Spelling age tests – all years Whole School Data Capture Monitoring of data capture Lesson Observations Learning assessments Learning Walks SENCo Observations Strategy Sheets			

WAVE 3	<u>Cognition and Learning</u>	<u>Communication and Interaction</u>	<u>Social, Emotional and Mental Health Difficulties</u>	<u>Sensory and Physical</u>
<u>Provision and Intervention</u>	<p><u>Interventions at Wave 1 and 2 and:</u> Close teaching assistant support Additional planning and arrangements for transition i.e. from primary school Additional planning and arrangements for option choices (reduced/guided option choices) Individual arrangements for assessments and tests Referral to specialist services inc EP Alternative accreditations i.e, ASDAN, AQA Awards Reduced/individualised timetable KS3/KS4/Centre Place Withdrawal groups for English & Maths IDL Reading Program</p>	<p><u>Interventions at Wave 1 and 2 and:</u> Referral and work with SALT Referral to specialist services inc SALT, OT Advice from EP Social skills withdrawal groups Dog Therapy Centre/KS3 Lunch Clubs</p>	<p><u>Interventions at wave 1 and 2 and:</u> Small group work with ELSA Exit/Time out/Calm area strategies Referral to specialist services inc CAMHS Small group or one to one social skills Working with Social Care Placement at Alternative Provision KS3/KS4/Centre Place Dog Therapy Zones of Regulation Intervention</p>	<p><u>Interventions at wave 1 and 2 and:</u> Support from advisory services i.e. sensory support, physiotherapy, occupational therapy Use of modified equipment Support with physiotherapy in school 1 to 1 physiotherapy programme Enlargement and adaptation of materials and learning resources 1 to 1 SALT /OT Provision of specialist equipment Individual support in class during appropriate subjects i.e. Science, PE Occupational Therapy Programme Use of appropriate resources i.e. radio aids and mic Advice from EP/specialist service</p>
<u>Assessment and Monitoring</u>	<p>CATs (YR 7) Access Reading age tests – all years Spelling age tests – all years Whole School Data Capture Monitoring of data capture Lesson Observations Learning assessments Learning Walks SENCo Observations Strategy Sheets Annual Reviews End of intervention monitoring</p>			