



Special educational needs and disabilities (SEND) Policy

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding learners with SEND
- Set out how our school will:
 - Support and make provision for learners with special educational needs and disabilities
 - Provide learners with SEND access to all aspects of school life
 - Help learners with SEND fulfil their aspirations and achieve their best
 - Help learners with SEND become confident individuals living fulfilling lives
 - Help learners with SEND make a successful transition into adulthood
 - Communicate with learners with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the learner
- Explain the roles and responsibilities of everyone involved in providing for learners with SEND
- Communicate with, and involve, learners with SEND and their parents or carers in discussions and decisions about support and provision for the learner
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values



The graphic features the school's logo at the top, consisting of four colored dots (blue, yellow, green, orange) arranged in an arc above the text 'CANN BRIDGE SCHOOL'. Below the logo is a large, stylized title 'We Cann...'. A subtitle follows: 'Together, we aspire to create a nurturing school community by being aspirational, learner focused, collaborative and progressive.' Another subtitle states: 'We develop each learner's communication and independence through their school journey to prepare them for the wider world through creative and personalised learning, actively contributing to society, leading to healthy and fulfilled lives.' The central theme is 'Together, 'We Cann...'' followed by four circular icons representing the values: 'Aspirational' (blue), 'Learner Focused' (yellow), 'Collaborative' (green), and 'Progressive' (orange).

Cann Bridge School is a registered Plymouth City Council Local Authority maintained special school for children and young people aged 3 to 19 years. The school is designated as one for children and young people with complex needs; with their cognition and learning needs identifying a severe learning difficulty. Most learners have complex communication and interaction needs, including those identified as part of a specific learning difficulties associated with Downs Syndrome, Autistic Spectrum Condition, physical disabilities or a complex medical condition. All learners have an Education, Health and Care Plan.

At our school we will provide all learners with access to a broad and balanced curriculum.

We are committed to making sure all our learners have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of learners, no matter how varied.

This policy refers to all learners at Cann Bridge School.

3. Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for learners with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for learners with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for learners with SEND

- The [School Admissions Code](#), which sets out the school's obligation to admit all learners whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all learners, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all learners the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that learners are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A learner has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- 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

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.

5.2 Disability

Learners are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for learners with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of learners with SEND are grouped into 4 broad areas. Learners can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the learner's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Learners with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Learners who are on the autism spectrum often have needs that fall in this category.</p>

AREA OF NEED	
Cognition and learning	<p>Learners with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where learners are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Learners may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the learner becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Learners with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Learners may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These learners may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every learner gets the support they need
- Make sure that the school has arrangements in place to support any learners with medical conditions
- Provide access to a broad and balanced curriculum

- Provide an annual report for parents on their child's progress
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all learners from year 8 until year 13 are provided with independent careers advice

6.2 The headteacher

The headteacher will:

- Work with the school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for learners, and their progress
- Have responsibility for monitoring the school's budget and any additional funding allocated by the LA to support individual learners
- Have an overview of the needs of the current cohort of learners
- Advise the LA when a learner needs an EHC needs assessment, or when an EHC plan needs an early review
- Monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- Regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.3 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every learner in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Review each learner's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- To ensure a graduated approach is consistently implemented, including: Universal provision, targeted interventions, and specialist interventions and provisions
- To ensure that all EHCP outcomes and provisions are fully in place and monitored.
- To work collaboratively with internal and external professionals to ensure timely, effective interventions and coordinated support.
- Communicating with parents regularly to:

- Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the learner and the school
- Listen to the parents' concerns and agree their aspirations for the learner

6.4 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a learner will always be given the opportunity to provide information and express their views about the learner's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child through Parent & Carers Evening
- Asked to provide information about the impact of SEN support outside school and any changes in the learner's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the learner
- Given an annual report on the learner's progress at each EHCP Annual Review

The school will take into account the views of the parent or carer in any decisions made about the learner.

6.5 The learner

Where they are able and suitable, learners will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the learner:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The learner's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for learners with SEN by:

- Tracking learners' progress, through assessment data, attendance, behaviour, professionals reports and other data available
- Using learner, parent & carer and staff questionnaires
- Monitoring by middle and senior leaders

- Holding annual reviews for EHC plans
- Getting feedback from the learner and their parents
- External feedback from School Improvement Partner, Education Improvement Officer, Ofsted, Audits

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Expertise and training of staff

Regular training is provided for all teaching and support staff to ensure high-quality practice and continual professional growth. This is delivered through weekly, one-hour, dedicated whole-school CPD sessions, alongside five INSET days each academic year. Staff are also encouraged to submit individual CPD requests to ensure they remain up to date with current research and developments in specialist education.

All new staff complete a comprehensive induction and probation period, which provides secure foundational learning on which further professional development can be built.

All support staff are required to hold the appropriate qualification for their role or be committed to working towards this within an agreed timeframe. The school also has access to a wide range of internal and external professionals, which supports ongoing staff training, skill development, and reflective practice.

The Headteacher will continuously monitor staff performance and professional practice to identify any specific training needs and will ensure these are incorporated into the school's ongoing plan for continuous professional development.

12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every learner. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

13. Admission and accessibility arrangements

13.1 Admission arrangements

The school's admissions arrangements are set out in the Admissions Policy available on the school website.

13.2 Accessibility arrangements

The school's accessibility plan is available on the school website which provides the steps we have taken to prevent disabled learners from being treated less favourably than other learners, the facilities we provide to help disabled learners access the school, including the provision of auxiliary aids and services.

14. Complaints about provision

Where parents have concerns about our school's provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's comments, compliments and complaints policy which is available on the school website.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the learner themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of learners at the start of the autumn term
- Learners' progress and attainment
- Whether learners with SEND feel safe, valued and included in the school community
- Comments and feedback from learners and their parents
- Internal and external reviews

Our ongoing monitoring, research and reflections informs our School Self-Evaluation Framework (SEF) and our annual School Development Plan.

15.2 Monitoring the policy

This policy will be reviewed by the headteacher every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

16. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Positive behaviour support policy
- Equality information and objectives
- Supporting learners with medical conditions policy
- Attendance policy
- Child protection & safeguarding policy
- Comments, compliments & complaints policy
- Pathways to independence curriculum policy