



CALDEW SCHOOL STUDENT NEEDS POLICY

Policy legally required

Reviewed under Student Welfare and Guidance Committee

On school website

Reviewed annually

Adopted: November 2025

Reviewed: September 2025

Next Review: September 2026

NOTE: Caldew School is an Academy and where reference is made to school(s) this should be taken to refer to 'academy' in so far as the reference specifically applies to Caldew School.

Aims

- To provide an educational environment in which the learning of students with Special Educational Needs and those with high prior attainment is promoted, valued and included.
- To meet the needs of our students, as and when they occur, but within budgetary restrictions.

The application of this policy also forms a significant aspect of the school's response to the Public Sector Equality Duty introduced by the Equality Act 2010. In particular it adheres to the PSED requirement that all public bodies have due regard to the need to: eliminate discrimination; advance equality of opportunity; and foster good relations. It does so by setting out to ensure that all students, no matter what their abilities and aptitudes, or whether they belong to a group having the protected characteristics defined under the Duty, have the opportunity to develop their talents and gifts to the full as set out below. The publication of the policy also forms part of the specific duty on schools to demonstrate in what ways they are complying with the PSED.

1. High Prior Attaining Students

The school's inclusion policy states a commitment to provide opportunities for any individual student and the implementation of this policy demonstrates a dimension of that commitment:

- To raise awareness amongst teachers of the needs of high prior attaining students
- To create opportunities for our high prior attaining students to explore more challenging work across a range of subjects.
- To create a climate in school where high prior attaining students excel without fear of adverse peer pressure.
- To develop our high prior attaining students in a way that raises standards for all students.
- To encourage high prior attaining students from local primary schools to continue their education at Caldew School so that they reach their academic potential and access the best university education possible.

Identification

High prior attaining students will be identified from their KS2 entry data in the first instance.

All staff will be made aware of the prior attainment of students and this information should be clearly identifiable in all mark sheets within SIMs and on SISRA.

Provision

Caldew School recognises that for all high prior attaining students, the main provision will inevitably be during normal lessons. The enthusiasm and expertise of all teachers and teaching assistants is therefore central to the quality of the service we provide. We will strive to enrich the provision which we make for our high prior attaining students in the following ways:

- Specific planning for high prior attaining students in schemes of work.
- Considering the needs of the high prior attaining students in arrangements for student grouping.
- Carefully tracking the progress of high prior attaining students and setting them appropriately challenging achievement targets.
- Working with our feeder primary schools in the early identification of high prior attaining students.
- Providing appropriate professional development for all teaching staff.
- Arranging a suitable programme of enrichment activities such as links with institutions of higher education.
- Involving parents and raising awareness of how they can help a high prior attaining.

Conclusion

Caldew School is committed to embedding a high prior attainment focus into all subject areas. We will strive to ensure that any provision that we make leads to increased enjoyment of learning and that ultimately high prior attaining students excel in examinations.

2. Students with Special Education Needs

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25. The Governing Body and staff of Caldew School are committed to ensuring that the necessary provision is made for any student who has special educational needs to enable them to achieve their potential. Students identified as having special educational needs will require special and/or individual provision, appropriate to their circumstance. All students share a common entitlement to a broad, balanced and relevant curriculum appropriate to their needs. We ensure that these students gain access to the curriculum and are afforded every opportunity to participate fully in the learning process. We always encourage them to perform to their highest capability and achieve success.

Objectives

- To fulfil all legal requirements under the Code of Practice introduced in 2014 and requirements set out in Section 19 of the Children and Families Act 2014
- To ensure where appropriate full access to the National Curriculum, however, where appropriate the school will seek to modify and tailor curriculums to meet individual needs.
- To ensure all students are treated equally within the school and that status as a student with Special Educational Needs does not create a disadvantage and limit access to provision.
- To ensure all additional needs are identified with a clear focus on early identification and appropriate provision is put in place to meet a student's needs and ensure success.
- To ensure that all staff meet the needs of students with Special Educational Needs through the highest standard of teaching.

- To ensure that all students with Special Educational Needs and parents of those students are included fully in decision making when identifying need and appropriate provision.
- To ensure appropriate multi agency involvement so as to secure the highest standard of expertise and advice for our students.
- The school will aim to ensure appropriate levels of support and staffing for SEN students both in class and through specific intervention where able.
- The school will aim to ensure provision of appropriate resources for students to maximise their ability to access a full curriculum.
- To ensure a needs led approach which is flexible and meets the needs of all students.
- A standard procedure for recording, monitoring and planning for students' progress both formally and informally.
- To have high expectations and aspirations for all SEN students and ensure all reasonable adjustments are made for students to achieve their full potential.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils with medical conditions.
- To ensure the Equality Act 2010 duties for pupils with disabilities are met.
- To provide support and advice for all staff working with special educational needs students
- To ensure that students with special educational needs are able to participate in the full life of the school alongside their peers

Definition

A child or a young person has special educational needs or disability if:

- they have a significantly greater difficulty in learning than the majority of others of the same age, or
- they have 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

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

Identification of Special Educational Needs & Difficulties

The additional needs of the majority of students entering Caldew will have been identified at primary school and the appropriate information shared accordingly. This will inform the initial process of identifying individual needs on arrival to the school.

All staff have a responsibility to share information about students who are experiencing difficulty, this is completed through the school internal referral process.

The SEN department will undertake specific diagnostic tests where appropriate of a child if referred in order to identify any subsequent need for additional support or resources.

Students identified as making less than expected progress given their age and individual circumstances could be characterised by progress which: is significantly slower than that of their peers starting from the same baseline, fails to match or better the child's previous rate of progress, widens or fails to move towards closing the attainment gap between the child and their peers.

Where a pupil is identified as having SEN, the SENCO and class teachers will take action to support effective learning and make all reasonable efforts to remove barriers and put effective special educational provision in place, as per the code of practice.

This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review. It is important to note that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a child being placed on the SEN register. It should also not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. The purpose of identification is to work out what action needs to be taken to meet a student's needs. We aim to identify students with SEND at the earliest possible point. The SENCO considers a range of information when identifying a student as having SEND. This may include:

- Assessment and progress data
- Information from primary school
- Literacy and/or Numeracy Tests.
- Discussions with parents and students
- Information from outside agencies
- Specialist assessments

Students will be identified as having SEND that matches one of four broad areas of need and support:

- communication and interaction
- cognition and learning
- social and emotional wellbeing
- sensory and/or physical needs

Where it is determined that a student does have SEND, parents will be informed and the student will be added to the SEND register at the 'SEND Support' level. Where appropriate, they will have a Pupil Passport that sets out what provision is put in place. These plans are written in partnership with students and parents and are reviewed twice per year.

Education, Health and Care Plan (EHCP)

If progress is still not achieved despite "intervention" a statutory assessment of special educational needs may be initiated. The decision to make a referral for an Education, Health and Care Plan will be taken at a review meeting. Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP. Following Statutory Assessment, an EHCP may be provided by Cumberland the Local Authority. The school and the child's parents will be involved in developing and producing the plan. Parents have the right to appeal against the content of the EHCP. Once the EHCP has been completed and agreed it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and student.

Provision – a graduated approach

We adopt a 'whole school approach' to special educational needs. The staff of the school is committed to identifying and providing for the needs of all children in a wholly inclusive environment. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. All our SEND students attend mainstream lessons, supported where appropriate by teaching assistants. The system

is supported by close planning between the teacher and the teaching assistant, and informed by advice provided. There are also literacy and numeracy intervention groups throughout KS3. It is not the policy of the school to dis-apply any part of the National Curriculum for any student because of special educational needs. Rather, we work with subject teams to make the curriculum accessible to all our students, including those with SEND. We also apply for Exam Access Arrangements and Exam Special Consideration for some students during Key Stage 4.

Students' progress is monitored regularly and individual SEND provision is then reviewed in light of this using the ASSESS – PLAN – DO – REVIEW cycle. This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the student change. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes. Parents and students are involved in this process at Pupil Profile and annual reviews. Students with medical conditions will have their needs met as outlined in the school's policy on managing the medical conditions of students. Detailed records will be kept of the provision students receive and their progress towards their targets.

Specialist Provision

A resourced provision for Autism is located at Caldew School. Students are integrated into the life of the school as much as possible. After careful assessment and discussion students are given personalised learning pathways and access mainstream classes where appropriate. Students follow a broad and balanced curriculum in all year groups. At Key Stage 4 students have access to a range of courses that are matched to their ability and lead to appropriate qualifications including GCSEs. We encourage close working relationships with parents and communicate regularly in order to monitor progress and areas of concern. The decision to direct a student to the provision is made according to the entrance criteria, on the recommendation of the local area assessment officers and the school. Students who have severe or profound Autism can be considered for a place at the provision.

Transition

The SENCO will endeavour to attend the annual reviews of students in Year 6, and describe the transition to Caldew School at this meeting. We liaise closely with primary schools, parents and pastoral teams to prepare students and their Year 7 teachers for life in the secondary phase. At the same time, the advice of the Specialist Advisory Teaching Service or any other provider is requested, with particular reference to any peripatetic provision or resources. Transition arrangements at other key points in a student's educational career are also planned to ensure students are prepared for the next stage in their education and beyond.

Supporting Families

Parents will be kept informed about the special educational needs of their children in accordance with the recommendations outlined in the Code of Practice. The school will actively seek the involvement of parents in the education of their children. It is recognised that the support and encouragement of parents is often the crucial factor in achieving success and this is particularly important with students who have special educational needs. Parents of students with special educational needs are always encouraged to contact the school to discuss their children. We work with a range of agencies to support students and families. Parents will always be informed when an external agency becomes involved with their child.

Training and Resources

In-service training needs related to special educational needs will be identified by the Head teacher in consultation with the staff and will be incorporated into the staff development plan. The school supports staff attending relevant SEND courses. The SEND department will provide guidance and advice on areas relating to SEND for staff across the school.

Monitoring and Evaluation

The school carefully monitors and evaluates the quality of its SEND provision. The school policy will be reviewed annually.

Arrangements for complaints

If a parent has any concerns or complaints regarding the care or welfare of their child, they should contact the Head teacher or SENCO, who will be able to advise on formal procedures for complaint.

SENCO – Miss Helen Howson