



Special Educational Needs Policy

Statement and Vision

Our aim is to ensure that our pupils reach their full potential in education and personal development by receiving the highest standards of teaching and care.

Calder Lodge School believes that all children and young people are entitled to an education and care that enables them to:

- Achieve their best.
- Become confident individuals living fulfilling lives.
- Make a successful transition into their adult lives.

Education at Calder Lodge School means providing a setting that recognises and assesses the needs of all our pupils in order to put support and intervention in place. All children and young people will have access to high quality education based on a needs-led assessment.

Legislation

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND%20Code%20of%20Practice%20January%202015.pdf) and the following legislation.

<http://www.legislation.gov.uk/ukpga/2014/6/part/3> which sets out schools' responsibilities for pupils with SEN and disabilities.

<http://www.legislation.gov.uk/ukssi/2014/1530/contents/made> which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs).

Autism Act 2009

http://www.legislation.gov.uk/ukpga/2009/15/pdfs/ukpga_20090015_en.pdf

National Institute for health and clinical excellence (NICE), information about NICE clinical guidelines 128, (2011) 'care for children and young people who may have autism'

<https://www.nice.org.uk/guidance/cg170/chapter/Introduction>

SEND Categories:

Calder Lodge School caters for children and young people with a wide range of SEN difficulties including, but not limited exclusively to:

- Social, Emotional and Mental Health (SEMH)

- Autism
- Specific Learning Difficulties including Dyslexia and Dyspraxia (SpLD)
- Attachment Disorder
- Speech, Language and Communication Needs (SLCN)
- Moderate Learning Disability (MLD)

Access to support over and above that provided generically in our settings may be required for some individuals or groups.

Social, Emotional and Mental Health SEMH

Is an overarching term for children who demonstrate difficulties with emotional regulation and/or social interaction and who may also be experiencing mental health problems. Children and young people who have difficulties with their emotional and social development may require additional support to interact successfully and find it difficult to make and sustain healthy relationships. This may be because of adverse childhood experiences. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or socially inappropriate behaviour.

Autism

Autism is a pervasive neuro-divergence that affects the way a person communicates and relates to people around them. Individuals with an autism diagnosis will show a range of characteristics, and no two individuals are affected in exactly the same way. All autistic individuals share, to differing extents, impairments affecting their ability to:

- Understand and use non-verbal and verbal communication (for example not fully understanding the meaning of gestures, facial expressions or tone of voice).
- Understand social behaviour which affects their ability to interact with others.
- Think and behave flexibly — which may be shown in restricted, obsessional or repetitive activities, understanding abstract concepts and/or difficulty with change.

In addition, some autistic young people have acute sensory needs in relation to an enhanced or reduced perception of sounds, sights, smell, touch and taste. These acute sensory needs can affect the person's response to sensory input and integration. They may also have coordination and planning difficulties and unusual sleep and untypical behavioural presentation such as repetitive movements or self-stimulatory behaviours, and preferences around clothing and food texture.

All the above difficulties mean that the young people are often highly anxious from trying to make sense of the world, and this may have an effect on their behaviour. Autistic young people, especially females, may mask their challenges and present neuro-typical behaviour in order to fit in, or divert attention away from them in order to avoid interaction. This in itself can cause exhaustion and low self-esteem, leading to heightened challenges when the young person is out of the school environment, meaning problems can be understated or not fully understood.

Specific Learning Difficulties

The term 'Specific Learning Difficulty' (SpLD) is a term that refers to a difference or difficulty with particular aspects of learning. The most common SpLD's are dyslexia, dyspraxia, attention deficit-hyperactivity disorder, dyscalculia and dysgraphia. An individual may have one of these independently or in combination with others and there is a continuum from mild to severe. All children and young people have different abilities to think, remember and learn. When an individual has difficulties or weaknesses in just one or two areas in contrast to average or good cognitive skills this is called a Specific Learning Difficulty for example, struggling to form letters and hear word sounds.

Attachment Disorder

Attachment disorder is a condition shown in children who may have been unable to form secure attachments to caregivers or where exposed to inconsistent and unpredictable care.

Typically young people will present with inconsistency of emotional responsiveness especially to caregivers and by emotions such as fear and sadness and may not respond consistently to praise or reward.

Often this disorder will mean that the individual has difficulty forming healthy and stable relationships with peers or other adults.

Speech, Language and Communication Needs

Some children and young people find it difficult to listen, understand and communicate with others and may need support to develop the skills involved. SLCN is the umbrella term most commonly used to describe these difficulties. Children and young people with SLCN may have difficulty with only one speech, language or communication skill, or with several. Children may have difficulties with listening and understanding or with talking or both. Each child also has a unique combination of strengths. This means that every child with SLCN is different.

Moderate Learning Disability (MLD)

Children and young people with Moderate Learning Difficulties (MLD) will generally have attainments below expected levels in most areas of the curriculum, despite appropriate interventions. They have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Roles and responsibilities

The SENCo

The SENCo is Jill Mott.

Who will:

- Work with the Headteacher and SLT to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, all who have EHC plans.
- Work alongside the Headteacher delivering reviews using a person-centred approach, ensuring full involvement of the parent and young person: considering their views, wishes and aspirations when making decisions.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure pupils and their parents are informed about options and a smooth transition is planned.
- Ensure the school keeps the records of all pupils with SEND up to date.

The Directors will:

- Help to raise awareness of SEND issues at governance meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school.
- Work with the headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school.

The Headteacher will:

- Work with the SENCo, Directorship and SLT to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

Class teachers will

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Record all progress on Insight- (online progress reporting) and in the class PIVATS folder.
- Class based staff will work closely together to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching.
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision.
- Adapt to the specific needs of each child.
- Ensuring they follow this SEND policy.

Everyone at Calder Lodge School will: -

- Offer robust Pastoral support.
- Provide a caring, respectful and nurturing environment in which everybody feels safe and able to learn.
- Ensure the children and young person's views are listened to.
- Ensure equality of opportunity for each pupil.
- Foster dignity, self-respect and independence.
- Recognise and seek to maximise each child/young person's potential.
- Ensure well managed establishments with staff committed to achieving high standards for each child and young person.
- Ensure each learning space is appropriately set up to meet each individual's needs
- Offer a broad, balanced, relevant curriculum in a stimulating and exciting learning environment.
- Provide learning opportunities outside the classroom, for example - Capital Culture experiences, Horticulture, Woodwork and Forest Schools.
- Work in partnership with parents, carers, Authorities and other outside agencies to ensure children and young people are given the greatest opportunity to succeed.
- Monitor attainment and progress and ensure that parents/carers and funding bodies have appropriate, relevant information.
- Provide an assessment of the individual special educational needs within the setting within the first twelve weeks of a placement.
- Ensure appropriate provision is made to meet the needs identified in the individuals Education, Health and Care Plan and/or based on the assessment findings.
- Ensure a member of staff acts as SENCO to co-ordinate statutory processes and provide advice and support for staff in school.
- Ensure all staff have an understanding of the range of SEN difficulties experienced by the pupils as part of their induction. Provide further in-depth training for highly specialist settings or needs as appropriate.

Additionally, we will: -

- Provide a formative and summative record and report on pupils' Education Health and Care Plans annually, or when requested.
- Record a minimum of 3 SMART targets on the child's Individual Education Plan and it will be reviewed every term.
- Identify areas of need and implement appropriate provision, activities and curriculum to support those need s- in the form of a Provision Map.
- Provide termly reports on progress.
- Include children and young people in planning and decision making.
- Work closely with parents or carers and their families, consulting them about the young person.
- Support transition.
- Raise awareness with children and young people of equality, diversity and the impact of their specific needs.
- Modify the environment and provide appropriate resources, as far as possible, to take account of the individual difficulties with sensory stimuli or sensory integration experienced by some children and young people.
- Recognise that Information and Communications Technology can be a particularly effective medium for children and young people and provide appropriate support.
- Provide appropriate resources to meet pupils' SEN needs.

- Ensure all transitions both internal and external are managed effectively and specifically planned to meet the needs of the individual.

Good Practice Guidance

The following are examples of some of the types of strategies Calder Lodge School may use to support pupils, along with their learning and support:

- Low arousal spaces.
- Movement breaks.
- Communication programmes.
- Social skills programmes.
- Emotional regulation programmes.
- Life skills teaching.
- Community activities.
- Specific structured teaching methods.
- Support for break and lunchtime activities.
- Visual timetables.
- Social stories/scripts/Comic strip conversations.

Working with other agencies

Calder Lodge School engages and liaises with a wide range of agencies including health and social care, local authority support services and voluntary sector organisations, to meet pupils' individual needs and to support their families.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Exclusions.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Contact details of support services for parents of pupils with SEN

The Local Authority SEND Support Key Worker will provide support service contacts should any parents wish to access services provided within their own Local Authority. Parents may also request services through the annual review process.

Contact details for raising concerns

When pupils or parents have concerns about provision they can speak to any member of staff who will ensure that the matter is dealt with and/or escalated as necessary.

SEN Policy

Next review date: February 2027

Member of staff responsible for implementation and review: Kelly Farnworth

Position: Head Teacher

Approved by: Dan Creed (Director)

Date: 05/02/2026