Special Educational Needs and Disabilities (SEND) Policy

Date established by governing body	Summer Term 2026
Date for full implementation	Immediately
Date for review	Summer Term 2027

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty if they:

a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
b) 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 schools or mainstream post-16 institutions. SEN Code of Practice (January 2015, pages 15-16 xiii-xiv)

Definition of disability

Many children and young people who have SEND may also have a disability under the Equality Act 2010, that is, '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.
This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' SEN Code of Practice (January 2015, pages 15-16 xviii)

The kinds of special educational needs and disabilities for which provision is made at Cleaswell Hill School

Cleaswell Hill School is a co-educational maintained specialist school in South-East Northumberland for pupils aged 4 to 18 years with an Education Health and Care Plan (EHCP).

Cleaswell Hill currently meets the needs of pupils with an EHCP with the following kinds of SEND: severe and complex Autism Spectrum Condition, ADHD, OCD, speech, language and communication needs and delay, complex and multiple learning difficulties and disabilities, physical and/or multi-sensory impairment.

The Local Authority, with advice from school, makes decisions on the admission of pupils.
At Cleaswell Hill School, SEND and inclusion is the foundation of our culture, curriculum, leadership and daily practice. We believe every learner can be the best they can be

regardless of complexity of need, starting point or circumstance. Through our stage-not-age pathway model, pupils follow personalised learning journeys that prioritise communication, independence, wellbeing and preparation for adulthood. Inclusion is enacted through the removal of barriers by design rather than exception. Every member of staff shares responsibility for creating the conditions in which pupils can thrive.

Inspire the Child. Discover Your Future. Empower Our Community.

Information about the school's policies for the assessment and provision for all pupils with special educational needs and disabilities

We monitor the progress of all pupils throughout the year to review their academic progress, along with tracking progress on EHCP targets.

Assessment is underpinned by the Assess–Plan–Do–Review cycle and informed through multidisciplinary collaboration. Provision may include PLIMs, one-page profiles, Consistent Approach Plans, integrated therapy programmes, AAC, sensory regulation support and adaptive teaching. Provision is continually reviewed to ensure progress towards EHCP outcomes and Preparation for Adulthood goals.

Full details are within the school's Curriculum, Assessment and Target Setting Policy available on the school website or from the school office.

How the needs of pupils are identified and reviewed

Pupils' EHCPs are reviewed annually where short-term targets are considered as they progress towards long term targets identified at the end of each key stage. Annual Reviews are held in accordance with government guidance and to ensure that the child's needs are being met and the school placement remains appropriate. Input is made by a range of professionals, a school report is included, and parental and pupil involvement is strongly encouraged. Where appropriate, other agencies will be invited to attend the Review Meeting.

Annual Reviews are person-centred and place pupil voice at the heart of decision-making wherever possible. Reviews consider communication, independence, wellbeing, participation and Preparation for Adulthood outcomes.

A Transitional Review is held when a pupil is in years 9 and 11 to focus upon the young person's needs with the intention of planning the transition from school to adult life.

Pupils' progress is identified through classroom observation, the assessment cycle and data analysis, along with parental observations in a range of contexts. The school has robust procedures, including a programme of interventions, to ensure the best possible progress and attainment for individual pupils.

The support and management of all children with intimate healthcare needs including toileting and medical needs, are carefully assessed and Healthcare Plans are implemented. These are shared documents between school, health professionals, class teachers and parents and are monitored and reviewed regularly. Further information is available in the Intimate Care; Health and Safety and Supporting Pupils with Medical Needs Policies.

All pupils with Moving and Handling needs are assessed by the Occupational Therapy/Physiotherapy Team on entry to the school. All staff caring for children/young people with mobility difficulties are trained in safer handling techniques. Further information is available in the Moving and Handling Policy.

Facilities for pupils at the school including facilities which increase or assist access

School promotes an ethos of respect and supports the right of all pupils' to access opportunities regardless of protected characteristics including; age, culture, religion, gender, ability, disability or sexuality.

Accessibility is understood as encompassing curriculum access, communication and information access, participation, emotional wellbeing and physical access in order to create a sense of belonging an participation underpinned by inclusive leadership practice.

School continues to undertake a programme of extending and improving its premises and facilities to ensure the changing needs of its pupil population continue to be met. Major recent building projects have created a courtyard area for therapy intervention cabins, further cabins and spaces to support individual learning environments.

School grounds have also been improved with outdoor therapy swings, security fences and improvements to the accessibility of the wildlife areas.

The school has two minibuses, one equipped with a tail lift, plus four further vehicles, two with accessibility for wheelchair users.

Further information is available in the School Accessibility Plan; Equality Policy and Objective; Therapy Development Plan, Implementation Plans, along with the detailed 5- Year School Development Plan and interim horizons.

How resources are allocated amongst pupils

Resources are allocated through an inclusion lens to ensure equity of opportunity and access for all learners. Decisions regarding staffing, specialist interventions, assistive technology, environmental adaptations and therapeutic provision are informed by assessed need, professional judgement and ongoing review.

Some pupils have individualised equipment that enables them to access the curriculum and social environment of the school.

Further information is available in the SEN Information Report; School Accessibility Plan; Therapy Development Plan; Equality Policy and Objective; Inclusion Strategy and Pupil Premium Strategy.

Arrangements for providing access by pupils to a balanced and broadly based curriculum

Refer to the Curriculum Policy; Assessment Policy; Integrated Therapy Policy; Examination Policy; Pathway and Subject Rationales.

Belonging, emotional safety and positive relationships are recognised as the foundations of learning, behaviour and wellbeing. Staff maintain unconditional positive regard and utilise relational and trauma-informed approaches. Pupils contribute through personalised communication approaches and pupil voice activities. This is an embedded culture of belonging and participation

How the Governing Body evaluate the success of the education which is provided at the school

- Termly reports are made by the Head teacher to Governors

- Termly feedback to Governors from the School Improvement Partner
- SEF update presented to Governors annually at the Autumn Term meeting of the Governing Body with summative updates in Spring and Summer Terms
- Governors make frequent, regular, focussed monitoring visits and report back to full Governor meetings each term.
- Governors evaluate SEND provision through an inclusion framework considering EHCP outcomes, belonging, accessibility, family engagement, Preparation for Adulthood outcomes, attendance, wellbeing and pupil voice.

Arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils concerning the provision made at the school

Refer to the Complaints Policy that outlines how parents can communicate difficulties, complaints and issues regarding their child's educational provision. We encourage parents to discuss their concerns with the Class and Phase Lead and if issues are not resolved, we advise further involvement of a member of the School Leadership Team.

Information about the school staffing policies and partnership with bodies beyond the school

Staffing:

- On-going review of School's staffing by Staffing Committee of the Governing Body
- School Leadership Team comprising the Head teacher, 2 Deputy Head teachers, 2 Assistant Head teachers, Lead Therapist (OT) and Strategic Business Lead, School Business Lead, Business Manager (Health & Safety- Premises)
- School Leadership Team also has 6 Phase Leaders, Intervention Lead, Speech and Language Therapist
- The school employs an Education Curriculum Team, Therapy Team, Business Team

Links include:

- Autism Education Trust Partner School
- Northumbria University- collaborative research project, 'Professional Curiosity: one school's culture of embedded action research'
- Northumbria, Durham, Sunderland Universities-ITT placements
- Newcastle College, Northumberland College, Tyne Met College- TA/Social Care placements
- Northumberland Association of Special School Head teachers (NASHH)
- Federation of Leaders in Special Education (FLSE)
- Northumberland Health Authority
- Northumberland Adult and Children's Services
- Family Hubs
- Local mainstream and specialist schools
- Numerous work experience placements
- Post-school providers

11. Arrangements made by the Governing Body relating to in-service training for staff in relation to special educational needs and disabilities

Professional learning is central to sustaining an inclusive culture. The school invests in developing professional capital through coaching, collaborative enquiry, research-informed

practice and specialist training. Training priorities are informed by School Improvement Priorities, the Inclusion Strategy, emerging pupil need, accessibility priorities and staff professional development needs.

Staff appraisal supports the training process.

Staff have an essential 'toolkit' of training including: Child Protection and Safeguarding; Moving and Handling; communication and interaction strategies and sensory integration. These form part of the induction package and are refreshed overtime.
Health-related training; training on multi-sensory impairment, diabetes and epilepsy management, dysphagia, administering medication and other specialist approaches are carried out with specific individuals or teams as required.

12. The use made of teachers and facilities from outside the school including the links with support services for special educational needs and disabilities

The school has links with a wide range of organisations including;

- Sport/dance based coaches-for specialised PE
- Blyth Leisure Centre-Swimming coaching
- Post-school provision
- Local colleges of FE
- Local work experience providers
- Alnwick garden-Roots and Shoots
- Platform One, Bedlington Station

13. Arrangements for consulting parents of children with special educational needs and disabilities and involving them in their education

School strives to create and sustain strong partnerships with parents/carers. Engagement with parents/carers and involving them in the education of their child is prioritised.

Families are viewed as co-creators of provision rather than recipients of information.
Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help their child at home and at school.
In addition, school arranges annual parent/carer meetings and will arrange meetings outside of these times as requested.
Shared activities include; Stay and Play; Sports Day, assemblies.
Younger pupils and those with more complex needs share activities and learning between home and school using Tapestry. Home-School diaries are an efficient way of keeping in touch.

Arrangements for managing the transition of pupils between phases of education, schools or preparing for adulthood and post-school

- Transition into and out of school is facilitated by a focused programme involving settings, staff, parents and pupils.
  Preparation for Adulthood is embedded throughout the curriculum and informs planning from the earliest stages of education.
- Transition to post-school education is facilitated through annual review meetings, a transition plan, Careers Education Information and Guidance including interviews, visits to post-school provision, FE colleges and work experience opportunities. Students receive a planned, staged induction as appropriate to their post-school placement.

Links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of children with special educational needs and disabilities

A number of professionals are linked to the school and support our work in various ways;

- NHS Speech and Language Therapists
- Peripatetic advisors for VI, HI and MSI
- NHS Physiotherapist and Occupational Therapy Services
- Disabled Children's Team Social Workers
- Early Help Family Workers/Assessment Workers
- CYPS/IPBS Team
- Other Health Services, including Dietician, Dental Services, School Nurse Practitioners, Diabetes and Epilepsy Nurses
- Education Welfare Officer

Relationship to the Inclusion Strategy

This SEND Policy should be read alongside the Whole-School Inclusion Strategy. Together these documents ensure SEND provision is part of a whole-school ecosystem where culture, policy and practice enable every learner to thrive.

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Date:	Summer 2026