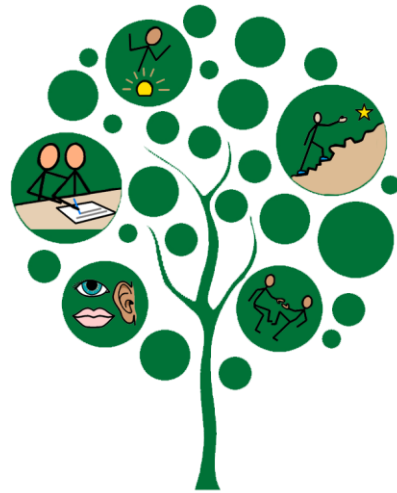


Special Educational Needs and Disabilities (SEND) Policy and Information Report

The Cedar School



Communication

Empowerment

Discovery

Aspiration

Resilience

Approved by:	The Governing Body	Date: November 2025
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1. Aims

Our Special Educational Needs and Disabilities (SEND) policy and Information Report aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with Special Educational Needs and Disabilities
 - Provide all pupils access to all aspects of school
 - Help all pupils fulfil their aspirations and achieve their best
 - Help all pupils become confident individuals living fulfilling lives
 - Help all pupils make a successful transition into adulthood
 - Communicate with all pupils and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for all pupils
- Communicate with, and involve, all pupils and their parents or carers in discussions and decisions about support and provision for the pupil

- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

We are a school community that works in open partnership to meet the physical, health and learning needs of our children. All of our children have an EHCP and therefore have Special Educational Needs and Disabilities (SEND) that result in the need for a unique approach to their education. As such we ensure our learning activities are enriching, relevant, multi-sensory and concrete so that learning is secure and can be applied in a range of circumstances and contexts.

We are determined to problem solve around opportunities and experiences for young people to ensure they are safe, secure, and happy whilst also meeting their individual learning requirements. All our young people are encouraged to be as independent as possible, to communicate effectively and to make genuine, informed choices. We have a genuine 'I can culture,' and every individual is embraced and celebrated for what they can bring to our overall school learning ethos for the benefit of all.

All classes are fully inclusive and are determined by children's individual level of need and circumstances as opposed to year groups. We have high levels of expectations for all our children and we aim to fully extend their academic and social development alongside overcoming many of the challenges that our young people face daily. High levels of staffing and individualised learning programmes ensure both the learning and social needs of each child are met within their class team, alongside their physical requirements, access to learning needs, health requirements, personal care and well-being.

Through close partnership and multi-disciplinary working we believe that The Cedar School:

- Offers all of our pupils the relevant, bespoke skills and experience which they require to **c**ommunicate, to be **e**mpowered, to **d**iscover opportunities, to have high **a**spiration and to thrive through **r**esilience. Our strategy is for Cedar children to achieve our five Cedar Hopes (*and achievement will look very different for each individual child*) and, as a result, to access life as independently as possible.
- Provides a positive learning environment where children develop new skills and learn how to apply them in a concrete and meaningful way
- Encourages, supports and challenges all pupils to achieve their full potential
- Embraces individual needs and promotes their self esteem
- Develops and supports children to be healthier and more able to understand their own personal challenges
- Provides a caring, safe and secure environment where children are taught to understand their own place in their wider community and to ensure personal, individual success
- Promotes effective working partnerships with parents/carers, and external agencies and works in conjunction with NHS colleagues
- Works in a multi-disciplinary way to attend to the holistic needs of our young people and to support our children's families
- Teaches pupils to communicate effectively and to be independent and be able to make good choices
- Utilises the community to enhance the learning curriculum and to support pupils to practise and extend their social skills

- Develops pupils' self-esteem, confidence and independence in preparation for their challenges ahead in adult life

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](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils 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 pupils 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 guide for [maintained schools](#) which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils 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 Cedar School we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

5. Definitions

5.1 Special educational needs

A pupil 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

Pupils 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 pupils 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 pupils with SEND are grouped into 4 broad areas. Pupils 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 pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils 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 not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • 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 pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

AREA OF NEED	
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • 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 These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENCO

The SENCO is Becca Farwell: beccafarwell@cedarschool.co.uk

The SENCO will:

- Work with the headteacher and SEND governor 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
- Provide professional guidance to colleagues and work with staff, parents/carers and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the Local Authority and its support services, , and work with external agencies to make sure that appropriate provision is provided

- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, 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
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and 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
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review

6.2 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 pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an 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
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out

- › Determine their approach to using their resources to support the progress of pupils with SEND
- › Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

6.3 The SEND link governor

The SEND link governors are Ang Jones and Ginny Assinder

The SEND governors will:

- › Help to raise awareness of SEND issues at governing board meetings
- › Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- › Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

The headteacher will:

- › Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- › Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- › Make sure that the SENCO has enough time to carry out their duties
- › Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- › Have an overview of the needs of the current cohort of pupils
- › With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- › With the SENCO, 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 the SENCO and 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

6.5 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 pupil 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

- Reviewing each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy/SEND Information Report
- Communicating with parents/carers 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 pupil and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 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 pupils will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to an Annual Review to review the provision that is in place for their child
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.7 The pupil

Pupils 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 pupil:

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

The pupil's views will be taken into account in making decisions that affect them, whenever possible. Some pupils may require the observational interpretation skills of trusted adults in order to make their views known.

7. SEND information report

7.1 The kinds of SEND that are provided for

Cedar School supports children with primary needs that are physical and medical. Children can have needs in several of the areas but our resources and provision are specialist for children with physical and medical needs. We have specialist health services onsite provided by the Children's Therapy Service (NHS Solent Trust) including Physiotherapy, Occupational Therapy, Speech and Language Therapy and Special School Nursing.

The Local Authority has responsibility for placing pupils at Cedar School and will consider pupils who have a primary need of physical or medical needs.

Our school currently provides additional and/or different provision for a range of needs, including:

➤ **Cognition and learning**

We are likely to be able to provide for:

- Pupils who have moderate or severe learning difficulties in addition to significant physical and/or health needs
- Pupils who need a significantly differentiated and individualised developmental curriculum
- Pupils who are making progress with high levels of differentiation and targeted support

We may to be able to provide for:

- Pupils that are able to work at age related expectations but have complex physical and/or health needs impacting on them doing this without significant support
- Pupils who are assessed as profound and Multiple Learning disabilities

We are unlikely to be able to provide for:

- Pupils who have a severe or moderate learning difficulty as their primary need but no additional physical or health needs

➤ **Communication and interaction,**

We are likely to be able to provide for:

- Pupils who require the use of communication aids to communicate with others
- Pupils who have communication difficulties
- Pupils who require a peer group to be responsive to interactions

We may to be able to provide for:

- Pupils whose communication is in line with their chronological age
- Pupils who can interact at an age-appropriate level

We are unlikely to be able to provide for:

- Pupils who are not aware of others and require an adult to mediate all interactions
- Pupils who have a primary need of Autism

➤ Social, emotional and mental health difficulties

We are likely to be able to provide for:

- Pupils with sensory needs that have a significant impact on their learning, interactions and/or behaviour

We may to be able to provide for:

- Pupils that have SEMH needs as an additional area of need that is linked to their medical need or learning disability.

We are unlikely to be able to provide for:

- Pupils who have a primary need of SEMH
- Pupils who have SEMH needs that would create a significant risk to pupils with significant physical and health needs
- Pupils whose primary need relates to mental health rather than physical health

➤ Sensory and/or physical needs

We are likely to be able to provide for:

- Pupils who are dependent on adult support to meet their physical and personal needs.
- Pupils who can be independently mobile for parts of the day but require adults support at times
- Pupils who have a visual or hearing impairment that is secondary to their other physical needs

We are unlikely to be able to provide for:

- Pupils that a visual or hearing impairment but does not have other related physical or health needs
- Pupils that have no physical or health needs

➤ Health needs and specific conditions

We will consider:

- Pupils who have long term health needs that require weekly or daily intervention.
- Pupils that may require on site nursing provision and/or therapies to ensure health needs are met.
- Pupils who require monitoring and intervention from competency trained staff.
- Pupils who require individual health care plans to manage their health needs

7.2 Identifying pupils with SEND and assessing their needs

All pupils at The Cedar School have an Education, Health and Care Plan (EHCP) and therefore their needs have been identified prior to coming to our school. As a specialist school, the provision in place on a pupil's EHCP (from a mainstream placement) is reviewed and updated to reflect the change of placement.

This is done through the Annual Review in conjunction with parents/carers. Staff are continually developing their understanding of the individual needs of each pupil. The provision will be updated at each Annual Review to reflect the current needs and support for each pupil.

Pupils who are placed at The Cedar School without an EHCP in place are usually children in the Early Years or those who have moved from abroad. These assessment placements are agreed by the Local Authority. We aim to make an application for an EHCP assessment after a term of getting to know that child's needs. The health services work with the pupil immediately on admission to the school, in order to get appropriate support in place as soon as possible.

7.3 Assessing and reviewing pupils' progress towards outcomes

Each pupil has 'Overall Outcomes' in one, or more, areas of need, as stated in the EHCP. These long-term targets are broken down into smaller steps to work on over the academic year. At Cedar, we refer to these as Individual Learning Targets (ILTs) and these are suggested by teachers but are discussed and agreed at Annual Review. Our curriculum is highly differentiated and personalised to each individual, and so we integrate these ILTs into our curriculum lessons and routines of the day. We also have two sessions a week dedicated time for pupils to work on these ILTs. EHCP targets are discussed at Annual Review and the next steps are agreed by everyone at the meeting. If appropriate, pupils are invited to attend part of their own Annual Review and are involved in their own target setting.

At Annual Review we will review the outcomes, targets and provision in all areas of need. The following will also be discussed:

- The teacher's assessment and experience of the pupil
- The child's previous progress and attainment or behaviour skills
- An updated target sheet from Children's Therapy Services (*Occupational Therapy, Physiotherapy, Speech and Language Therapy*)
- Specialist Teacher Adviser reports (*Visual Impairment, Hearing Impairment, Teacher of the Deaf*)
- A medical report from the community pediatrician.
- The pupil's own views
- The views and experience of parents/carers
- Any other reports shared by parents/carers (eg. Child and Adolescent Mental Health Services (CAMHS), private reports)

All staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

7.4 Supporting pupils moving between phases and preparing for adulthood

Internal transition

Cedar School has 10 classes of pupils: 5 classes in the Primary Department and 5 classes in the Secondary Department. Classes are arranged in Key Stages, rather than year groups, as we can have small numbers of children in each year. Therefore, there are fewer changes of classes within key stages but we still do prepare children for these changes by having:

- 2 transition mornings in new classes in the summer term

- A written transition proforma for each individual pupil detailing key information for supporting that child's needs (eg. learning, personal care, communication, independence)
- All EHCP and Annual Review paperwork is accessible for staff
- Class meetings with new class team to ensure health support is in place – nursing, SALT, OT and Physiotherapy
- Pupil profiles updated and shared with new staff team
- Bespoke support for individuals including: social stories, pre-visits to class with familiar adult, specialist adults to remain with some pupils to support specific needs

Post-16 transition

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents/carers and pupils which information will be shared as part of this. The Cedar School also makes the following arrangements:

- The process begins in Year 9 with discussions at Annual Review
- Parents/carers complete a 'Preparation for Adulthood' plan in Annual Reviews from Year 9. This is revisited and reviewed in Years 10 and 11
- Support from Local Authority is requested as appropriate
- We have strong links with local Post-16 provisions so information is shared of events such as open mornings
- Information mornings offered in collaboration with the Local Authority
- School staff attend a transition meeting with the new setting
- Parents/carers are also provided with an information pack of Post-16 provision to make their own enquiries

7.5 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in providing for all pupils. This will be differentiated for individual pupils.

We will also provide the following provision and interventions:

Area of need	Universal provision Quality First Teaching	Targeted provision for small groups or individuals (short/medium term)	Specialist provision for individuals (medium/long term)
Communication and interaction 	Makaton used daily by adults Language rich learning environments Symbols used across the school Positive role modelling of language by staff An ethos of mutual respect and open communication	Extra PSHE sessions focusing on social skills PECS and use of symbols as appropriate. Objects of reference for specific lessons and areas of the school Use of specific social games Shared Attention	Body signing Support from a Speech and Language Therapist Augmentation & Alternative Communication (AAC) devices provided as required Support from the Ace Centre coordinated by the Speech and Language Therapist Bespoke Speech and Language programmes for individual pupils who meet the criteria
Cognition and learning 	Highly differentiated and personalised lesson planning Skills based curriculum High ratio of staff support in each class (4:9 on average) Half-termly learning targets linked to EHCP outcomes Child-centred approach Real-life experiences and practical hands on activities Holistic development as well as academic	Pre-formal curriculum for sensory learners Specific resources to support groups with learning concepts Ipads with a variety of apps	Bespoke support from the Specialist Teacher Advisor for Visual Impairment (STAVI) for Braille users Individual work stations if required.

Social, emotional and mental health 	High ratio of staff support in each class (4:9 on average) with a key worker assigned to each pupil to act as a link to families as well as the teacher Designated Mental Health Lead Daily assemblies in either classes, key stages or whole school Reward systems in each class All staff trained in Managing and Preventing Challenging Behaviour (Securicare). Promotion of independence skills	Emotional Literacy Support Assistant (ELSA) input from two teaching assistants Support in class for emotional needs (e.g. Feelings tree, visual timetable, now and next boards) Advice and support from school behavior lead Visual timetables Now and next boards	Individual behaviour plans regularly reviewed Core work and specialist input from our assigned Educational Psychologist 'Safe space' within classroom if required CAMHS input 4 trainers in Managing and Preventing Challenging Behaviour (Securicare) in staff team
Sensory and physical 	Wheelchair accessible environment Onsite Health teams including nursing, Occupational Therapy, Physiotherapy and Speech and Language Therapy Staff trained in Manual Handling procedures Hoists in all classrooms and bathrooms An initial assessment by the Children's Therapy Services to establish levels of support required (if open to therapies). Lead member of staff in Manual handling who trains all staff in procedures	Adapted equipment for accessibility. This includes switches, touchscreen technology, portable hand basins, A sensory room A physiotherapy treatment room A soft play room Adapted and accessible outdoor play equipment	A range of physio and OT equipment for individuals (e.g. standing frames, walking frames,) Individual personal care programmes Physiotherapy packages of care regular reviewed and updated. Individual feeding programmes devised by a Speech and Language Therapist and carried out by school staff.

Area of need	Universal provision	Targeted provision for small groups or individuals	Specialist provision for individuals
Nursing and health 	Onsite nurses from the School Nursing Team Emergency call buzzer or phone in each classroom and bathroom Annual medical review by a community paediatrician for most pupils	Staff trained in enteral feeding Staff trained in epilepsy Staff trained in asthma awareness	1:1 Health Care Assistants from the NHS 1:1 Education, Health and Care Assistants supporting individuals 2:1 Care nurses from private nursing

7.6 Adaptations to the curriculum and learning environment – our curriculum intent:

- We provide an ambitious 'knowledge and skills-based curriculum' where every child is challenged and encouraged to maximise their learning and potential.
- Every learning opportunity is exciting, capturing the imagination and interest of each individual child, as well as broadening their interests and helping their understanding to grow.
- Every child makes robust, secure progress through our hierarchy of knowledge and skills.
- Every child progresses at different rates and learning is personalised for every child.
- Knowledge and Skills are at the core of every child's learning.
- Children experience and learn knowledge and skills in the context of learning opportunities based mainly around the national curriculum and other curriculum sources.
- We have adapted the national curriculum and other curriculum sources to meet children's needs.
- In Early Years and Key Stage One most learning is in the context of *My Home*, in Key Stage 2 it is in the context of *My Community/Town*, in Key Stage 3 it is *My Continent* and Key Stage 4 focuses on *My World*. Wherever each child is on the hierarchy of knowledge and skills, the context for their learning will largely be based on these themes.
- We have a modified, pre-formal curriculum for our most sensory children.
- Development of literacy knowledge and skills is prioritised across our curriculum. Every class bases much of its work each half term on a quality book as well as on a piece of work from the Arts. This supports children's cultural development.
- We promote independence and knowledge/skills for life.

	Universal provision Quality First Teaching	Targeted provision for small groups or individuals (short/medium term)	Specialist provision for individuals (medium/long term)
Learning environment 	Whole school on one level and compliant with spacious corridors A shared outdoor environment for each class Spacious classrooms set up to maximise independence Hydrotherapy pool Spacious wider outdoor environment which includes a sensory garden, football pitch, play area with adapted play equipment, forest school, allotment A stimulating library with a range of books and resources Each pupil has a risk assessment for the following areas: transfers, mobility, personal care, equipment transport, swimming, off-site activities	Sensory Room with a range of multisensory equipment An Independence room for bespoke Life Skills teaching Soft play room used as part of the curriculum or as a break out space	A physiotherapy treatment room with dedicated resources for individual interventions Trailing wall throughout the whole school Adaptations for pupils with Visual Impairment (VI) such as light contrast in the ceiling
Physical resources 	iPads, touch screen computers and adapted ICT equipment to enable access Height adjustable tables Magic carpet (ICT projection which is movement activated) Laptops for classes	Supply of Bag Books, oversized books, Brailled books, audio books, sensory stories Adapted technology such as switches	OT equipment Physio equipment – standing frames, walking frames, Mobility Platform (Drive Deck), Acheeva bed, Eye gaze machine Specialist resources for pupils with Visual Impairment Writing slopes Laptops for individuals to support writing

Curriculum 	A focus on 'independence' as a key strand throughout all of our work Termly Individual Learning targets (ILTs) linking directly to outcomes of the EHCP Ongoing assessment of pupil's progress and attainment. Tracking analysed twice a year and additional need for interventions identified. Off-site visits Regular swimming sessions in our hydrotherapy pool	Teachers experienced in delivering a range of programs such as Sensology, Shared Attention, Tac Pac Trained Forest School Leader Modified skills-based curriculum for our most sensory children Transition Challenge for Year 9 Entry Level Certificate in English and Maths (Pearson) Life and Living Skills in English, Maths and ICT (OCR)	
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7.7 Additional support for learning

	Universal provision	Targeted provision for small groups or individuals (short/medium term)	Specialist provision for individuals (medium/long term)
Support for learning 	Annual Review meetings with parents/carers and school plus any other professionals involved Ongoing contact with parents/carers through home/school books, emails, phone calls and bespoke meetings 7 first aiders Daily class team meetings to discuss needs, support and learning Small class groups with an average of 9 pupils to 4 adults (1 teacher and 3 Special School Assistants) Weekly whole staff briefings for key updates	4 members of staff are Designated Safeguarding Leads Assigned Designated Safeguarding Leads (DSLs) to ensure children are safeguarded. Weekly teachers' meetings which includes work moderation across the year	Multi-agency meetings as required to review needs and levels of support 1:1 and small group support across the day as required Funded 1:1 support for some pupils approved by the Local Authority Links between education, health and social care

8. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

We have a team of **37** Special School Assistants (SSAs) who each have specialist skills they have acquired throughout their careers.

We have **8** SSAs assigned 1:1 for children with specific complex needs.

Below is a table showing staff training in the last year:

2024-2025	Whole Staff training	Targeted training for small groups or individuals	Specialist training
Staff expertise	Fully qualified and experienced teaching staff Manual handling Safe oral feeding Safeguarding Managing and Preventing Challenging Behaviour (Securicare) Postural management Data Protection and General Data Protection Regulation (GDPR) Fire Safety	Enteral feeding Epilepsy Asthma Class nursing needs Individual pupil's speech devices Understanding Adverse Childhood Experiences and its Impact Pool lifesaver training Outdoor Leader ELSA Intensive Interaction	Designated Safeguard Leads Senior Mental Health Lead Managing and Preventing Challenging Behaviour (Securicare) trainers Catheterisation South West Association for Leaders in Special Schools (SWALSS): Safeguarding, Attendance and health service groups. Midas driving Pediatric First Aider/First Aid at Work PECS Safer Recruitment

Securing equipment and facilities

Cedar School purchases specialist equipment and learning resources to support pupils as required. The school budget is managed in order to support this and we work with the Health team to seek external funding to purchase certain equipment where possible. The school building (built in 2014) and physical environment is specifically designed for multiple SEND is fully accessible.

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 Child Protection and Safeguarding Policy.

11. Links with external professional agencies

Cedar 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
- Special School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

Cedar School has close links with the Local Authority – Michelle Doyle is our case officer from Southampton City Council who liaises regularly with the SENCo. The SENCo also works alongside Health colleagues and Health managers to ensure a joined up approach in supporting pupils and staff members. Health colleagues are onsite and integral to supporting pupils. The Lead DSL links with Social Services to ensure school is up to date with arrangements. A termly meeting between school, Social Care and Health services provides these updates. Referrals to other agencies (such as Child and Adolescent Mental Health Services (CAMHS), Educational Psychology, Specialist Teacher Advisers) are made as required. We also have links with play therapy, Pets as Therapy, Jigsaw, Saints Foundation, SWALLS, and other special schools across the city.

12. Complaints about SEND provision

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

The parents/carers 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

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher or SENCo. 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 SEND provision in our school should be made to the SENCo or Head Teacher in the first instance. They will be handled in line with the school's complaints policy. <https://www.cedarschool.co.uk/policiesinformation/complaints-procedure/>

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 pupil themselves.

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

Key contact:

Assistant Headteacher/SENCo: beccafarwell@cedarschool.co.uk

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

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

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each half term
- Recording pupil views at each Annual Review
- Regularly seeking pupil feedback in classes and discussing how to support pupils best
- Monitoring by the SENCO, Senior Leadership Team and Health teams
- Holding Annual Reviews for all pupils
- Regular communication with parents/carers for any changes and updates

13.2 Monitoring the policy

This policy will be reviewed by Becca Farwell (SENCo) **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

14. Links with other policies and documents

This policy links to the following documents

- Accessibility plan: <https://www.cedarschool.co.uk/policiesinformation/accessibility-plan/>
- Behaviour policy: <https://www.cedarschool.co.uk/policiesinformation/behaviour-policy/>
- Equality objectives: <https://www.cedarschool.co.uk/policiesinformation/equality-objectives/>
- Attendance policy: <https://www.cedarschool.co.uk/policiesinformation/attendance-and-absence-in-term-time/>
- Child Protection and Safeguarding Policy.: <https://www.cedarschool.co.uk/policiesinformation/safeguarding/>
- Complaints procedure: <https://www.cedarschool.co.uk/policiesinformation/complaints-procedure/>
- The local offer: <https://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page?localofferchannel=0>