

Cape Cabin SEND Policy

Context

Cape Cabin is an Alternative Education Provision for pupils who cannot or struggle to attend full time mainstream educational settings due to health, medical, emotional or behavioural reasons.

Cape Cabin is commissioned from a range of sources: Schools, Inclusion Partnerships, Professionals, Parents, and / or Local Education Authorities, as a different approach to re-engage learners, increase attendance and help the young people develop their self-confidence and gain academic qualifications.

The majority of our pupils have a bespoke timetable, we are just part of that package for each individual placed with us. Therefore we ensure that there are open lines of communication with all other parties involved in supporting the young person, via sharing regular weekly feedback emails and / or telephone conversations where appropriate.

Many of the learners referred to us have already been identified as SEND so will have accompanying support documentation and information regarding the special educational needs or disabilities. This information will have been shared with us prior to the placement commencing and the young person, legal guardian and a representative of the commissioning party will have completed an onsite visit at which more discussion can take place.

Following on from the visit, a 'taster' morning will be arranged to provide the young person with an insight into a typical day onsite. If all parties are in agreement, a start date for the placement will be arranged.

Helen Tilley Director & SENDCo

First draft January 2023

Review and amended July 2023

1. Aims

Our SEND policy and SEND information report aims to:

- Set out how our Provision will support and make provision for pupils with special educational needs / disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Rationale

Cape Cabin provides an education for young people with Social, Emotional and Mental Health difficulties and other needs

Our ethos is one of believing that all children have an entitlement to an outstanding education, regardless of their difficulties.

We strive to enable the young people to access their education, achieve positive outcomes and be well prepared socially and emotionally, in order to successfully 'move on' by sustaining employment, education or training.

We hope that in our role we are also supporting and inspiring young people to make positive decisions about their future.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#),
- [The Equality Act 2010](#)

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for 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 the majority of 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 / Alternative provision is an 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.

4. Roles and responsibilities

The SENDCo

The SENDCo for Cape Cabin is Helen Tilley

Special Educational Needs Coordination Level 5

They will:

- Work to determine the strategic development of the SEND policy and provision at Cape Cabin
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Where / when appropriate liaise with other professionals involved in supporting a young person
- 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
- Where appropriate be the point of contact for external agencies, this will usually be organised via the commissioning service
- Ensure that commissioning parties have all the necessary information to share with potential future providers of education. On occasion, we may liaise directly with the next stage providers
- Work with the Head of Centre, Examinations Officer and Directors to ensure that the provision meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the provision keeps the records of all pupils with SEND up to date
- Attend annual reviews with commissioning parties whenever possible

The Directors and Head of Centre

They will:

- Work with the SENDCo to determine the development of the SEND policy and provision
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

All teaching and Support staff

Are responsible for:

- The progress and development of every pupil in their sessions
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to teaching
- Raise any concerns regarding a student who may have unidentified SEND with the SENDCo, who will then liaise with the students commissioning party
- Working with the SENDCo to review each pupil's progress and development for termly feedback to the students commissioning parties
- Ensuring they follow this SEND policy

5. SEND information report

The kinds of SEND that are provided for

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

Social, emotional and mental health difficulties

- this may simply present as challenging behaviours arising from either temporary or permanent social circumstances but could also include one or more of the following recognised disorders: Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiance Disorder (ODD), A Conduct Disorder, Depression and anxiety

Communication and Interaction

- this could include: Autism Spectrum Disorder (ASD), Attention Deficit Disorder (ADD), Social Communication Difficulties, Speech and Language Difficulties, Specific Learning Difficulty (SpLD)

Cognition and learning

- this could include pupils with Moderate Learning Difficulties (MLD) as well as the delayed acquisition of skills in reading, writing, spelling and numeracy for example

Sensory and/or physical needs

- this may include possible physical disabilities, medical difficulties and a range of sensory difficulties

Identifying pupils with SEND and assessing their needs

Some pupils who attend Cape Cabin are considered as having SEND support, some also having Education, Health and Care Plans, for SEMH and MLD. We are part of the response in meeting the identified needs.

We work closely with the commissioning parties of our students and we have very open, regular dialogues. If it is felt that a students' needs need to be assessed again or the process needs to be started then Cape Cabins SENDCo communicates our observations / concerns to the students commissioning party.

We are more than happy to support appointments whilst the student is at our setting. We regularly welcome other professionals, including the Educational Psychologist, Speech and Language therapists, Occupational Therapy, CAMHS, and the ASD Advisory Service to help identify and assess needs where appropriate.

Consulting and involving pupils and parents

At annual review meetings we are asked for written reports and on occasion the SENDCo is invited to attend, to help inform decision making regarding the success, or not, of a students placement with us. Although due to the weekly feedback we can quickly deduce how well, or not, a student is managing whilst with us.

On occasion we may help support commissioning parties and / or families to explore other alternative education provisions for individuals

We have an open-door policy where we are always happy to meet parents where we can, so that we can support them and their child however it may be needed.

Assessing and reviewing pupils' progress towards outcomes

The teachers under the guidance of the SENDCo will carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed every half term.

Supporting pupils moving between phases and preparing for adulthood

At Cape Cabin, helping our pupils to successfully transition to new phases or new provisions is also vital for all staff: assisting pupils to develop the necessary academic and social skills for sustaining success across the key stages and into adulthood is integral to our provisions offer.

Pupils are carefully and thoughtfully inducted into Cape Cabin with visits and taster sessions. Pupils are well supported with transition to other provisions at any point in their time with us, including post 16 provision transition supported by Mrs Jennifer Ordish.

We welcome careers advisors from the commissioning parties at Cape Cabin and will support students during these meetings.

For those pupils with EHCPs, during the Annual Review process, there are opportunities to discuss aspirations, future plans and preparing for adulthood with the pupil, their parent / carers, the Careers Leader, SENDCo from their mainstream school and the SEND Officer.

Our approach to teaching pupils with SEND and additional learning interventions

Teachers are responsible and accountable for the progress and development of all the pupils in their sessions. High quality teaching is our first step in responding to pupils who have SEND. Our provision keeps working groups very small, no more than 4 students to one member of staff.

Our teaching spaces are small, kept uncluttered and the atmosphere is very calm and quiet - quite the opposite to a more typical busy and noisy mainstream environment.

Work will be differentiated for individual pupils.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Pupils are provided with Access Arrangements for examinations if they have met the threshold for using scribes, readers and extra time and this is their normal way of working in classes.

Support for improving emotional and social development

Many of our pupils need additional support so that they are more emotionally ready for learning, Helen Tilley has completed CPD in Child Mental Health Training.

We can provide the following interventions for those pupils who would benefit from this specific support:

- Social Skills small groups / individual work
- Counselling with a qualified Counselor

We often find that the very nurturing atmosphere of our setting allows the young people to relax and open up about the concerns, anxieties and general issues that they are concerned about. We just sit and listen offering a supportive sympathetic ear to them, making them aware we will give feedback to the parties responsible for their placement with us. If necessary we will report to one of our DSLs Jennifer Ordish, Samantha Pope or Helen Tilley who will follow procedures.

Expertise and training of staff

Cape Cabin staff are trained to a high standard and are involved in a continual programme of professional development.

- **SENDCo:** QTS, (Qualified Teacher Status), Advanced Learning Certificate in Working with students with Special Educational Needs, Special Educational Needs Coordination Level 5, Child Mental Health Training, Understanding Autism, Asperger's & ADHD, Certificate In Social, Emotional, Behavioural Difficulties, Safeguarding Children and Young People with SEND
- **Other staff Qualifications and CPD** PGCE, Autism Education Trust: "Making sense of Autism and developing Good Autism Practice." Accredited Levels 1 & 2, Supporting Learners on the Autistic Spectrum." Accredited Level 3, Understanding Attachment Disorder and developing Strategies for Support. The Complete SEND Diploma.

Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their targets each half term
- Attending and/ or providing feedback to annual reviews for pupils with EHC plans
- Reviewing the impact of interventions each half term, in terms of progress, engagement and pupil's views
- Monitoring by the SENDCo

Enabling all pupils to engage in activities available to those at Cape Cabin, regardless of SEND

It is important to us that all pupils regardless of their SEND needs have equal access to all aspects of learning offered, all enrichment activities and all reward trips (where earned.)

We adhere to the following principles to ensure we are fully inclusive:

- Our curriculum offer, including enrichment / extra-curricular activities are available to all our pupils regardless of SEND
- All pupils are encouraged to take part in Forest School activities / special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEND
- Pupils with physical disabilities can access all the Cabins on site , all Cape Cabins spaces are in single storey buildings with wheelchair access
- Cape Cabins 's Accessibility Plan can be found on their website

Working with other agencies

At Cape Cabin we are committed to working with other professionals and practitioners to ensure that we maximise the impact of our work with pupils. We welcome professionals on site when necessary and support all commissioning parties with assessment of individuals needs providing oral and written feedback weekly and providing reports when requested.

Complaints about SEND provision at Cape Cabin

At Cape Cabin we are committed to providing pupils in our care with the best experience of education, however if parents / carers are concerned or unhappy about any aspect of special educational provision for their child they should discuss the matter fully with their commissioning party alongside following the Complaints Policy and procedure on Cape Cabins website

Monitoring arrangements

This policy and SEND information report will be reviewed by Helen Tilley **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the Head of Centre and DSL

Links with other policies and documents

This policy links to the following policies:

Accessibility Policy , Behaviour Policy , Equal Opportunities Policy
All policies can be found on the Cape Cabin website.

Parents of pupils with SEND can ask us or their childs' school for contact details of specific support services.

