

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

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1. VISION AND MISSION STATEMENTS

- 1.1. The aim of the Special Educational Needs and Disabilities (SEND) provision at Cygnet Schools is to champion the rights of students with SEND and to ensure that they have access to a high quality education provision. Our commitment involves tackling the barriers which could lead to unequal outcomes for identified groups and individuals including those students with neurodivergence; learning disability; physical disability; speech language and communication needs; social, emotional and mental health conditions; ensuring that there is equality of access to their curriculum, and that every students’ strengths are celebrated & valued within our schools.

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- 1.2. This is achieved through the effective implementation of the Provision Map and the Graduated Approach to SEND (see [Section 4](#)). All staff have an understanding of the Provision Map and are aware of how the Graduated Approach is designed to assess and support students with SEND. The National SEN Case Co-ordinator monitors the provision for all students and their progress through the curriculum. Staff are supported with training and guidance to identify barriers to learning, and are given strategies to overcome these barriers.
- 1.3. All of the students at Cygnet Schools, through the nature of their Social, Emotional and Mental Health (SEMH) needs have barriers to learning that they need support to overcome. For this reason, the Wave 1 provision at Cygnet Schools is inclusive and supports as standard, students with SEMH. In addition, some students will also have other needs that require further support.
- 1.4. The support provided for students with SEND and Additional Educational Needs (AEN) is implemented to ensure that their experience within education is as positive and fruitful as possible. The aim is to support students' educational transition to hospital from their home school, as well as their transition back, or on to a more suitable placement. It is the hope of all staff that through the effective implementation of the SEND policy, all students, regardless of need and disability, can make good progress during their time at Cygnet Schools.
- 1.5. It is the personal responsibility of every individual referring to this policy to ensure that they are viewing the latest version; this will always be published on Cygnet's online policy library, [myPolicy/CAMHS](#)

2. LEGISLATION AND GUIDANCE

- 2.1. This policy is written in line with the statutory SEND Code of Practice (2015); Part 3 of the Children and Families Act (2014); The Equality Act (2010); The Special Educational Needs and Disability Regulations (2014); and the DfE Teachers Standards (2015).

3. DEFINITIONS AND IDENTIFICATION OF SEND

- 3.1. The SEND Code of Practice (2015) states that:
 - "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her... A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions"

Special Educational provision is training or provision that is additional to, or different from that made generally for students of the same age in mainstream schools.
- 3.2. All students at Cygnet Schools have Mental Health difficulties and will meet the criteria laid out in the Equality Act (2010) as having a disability. This act describes a disability as "...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."

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- 3.3. Due to the nature of the service, all students taught at Cygnet Schools will be receiving in-patient treatment at a Cygnet Hospital (Bury or Sheffield), Tier 4 CAMH Services, specialising in acute mental health difficulties.
- 3.4. In addition to Mental Health difficulties, many students within the cohorts at Cygnet Schools have further Special Educational Needs and/or Disabilities which require identification and support. It is common for students to have a diagnosis of Neurodivergence, such as Autism Spectrum Condition (ASC); or to have specific Social, Emotional and Mental Health needs, such as Attention Deficit Hyperactivity Disorder (ADHD).
Students may also have needs under one or more of the following 4 areas:
1. Cognition and Learning Needs
 2. Communication and Interaction Needs
 3. Sensory and/or Physical Needs
 4. Social, Emotional and Mental Health Needs
- 3.5. Some students will also meet the criteria for Additional Educational Needs, and will have English as an Additional Language (EAL), be a Child in Care (Looked-After-Child), or be considered as Gifted and Talented.
- 3.6. Identification of students with SEND or AEN initially comes from liaison with the students' home school with the Cygnet School's Education Officer requesting SEND information on a 'Information Passport' (see Appendix A). Contact is also made with the students' parents/carers and their Social Worker (if applicable) to find out if the student has SEND. At a student's induction to Cygnet Schools, they are asked to complete a One Page Profile (see Appendix B). This includes information such as their likes and dislikes, how they prefer to be supported in class, and their goals for the future. This information helps staff to identify the potential barriers to learning experienced by the student and begins to inform the strategies used to support that student.
- 3.7. Once inducted to education, the graduated approach is begun and an assessment of the students' strengths and difficulties takes place, and those students with needs under the category of Cognition and Learning may be identified at this stage. Ongoing assessment of the students' needs are completed throughout the Graduated Approach by school staff and the Special Educational Needs Case Co-ordinator. If applicable, discussion around identifying a students' Special Educational Needs or Disabilities will also take place with Cygnet Hospitals' Multi-Disciplinary Teams (MDT), where clinical staff may decide to complete further assessments (e.g. for cognitive difficulties, ASC or ADHD) in order to identify if a student has SEND.

4. A GRADUATED APPROACH TO SEN SUPPORT

- 4.1. Where a student is identified as having SEND, Cygnet Schools' staff aim to take action to remove barriers to learning and implement effective SEND provision. The SEND support takes the form of 3 Waves of Intervention (see Appendix C) which gradually increase the level of personalised and bespoke education required. Within each of the waves is a four-part cycle known as the Graduated Approach. This ensures that earlier decisions and actions are revisited and revised with the growing understanding of a student's needs and the support that is needed to ensure good progress and good outcomes.

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- 4.2. Where a student is identified with English as an additional or second language (EAL or ESL) they will be supported with a bespoke Wave 2 intervention to enable them to gain fluency and skills in speaking and listening to English, and in reading and writing; alongside ongoing personalised support in class (Wave 1) Please refer to the separate EAL Policy for full details.

WAVE ONE – Inclusive quality-first teaching

- 4.3. **Assess** – All students are assessed on admission to Cygnet Schools. Those students who have not obtained GCSE grades (either due to their age, not being entered for examinations, or not passing these examinations) complete a standardised Reading and Mathematics test on entry. These assessments immediately identify any students who are working significantly below their chronological age, and who may have difficulties under the area of Cognition and Learning. Further subject-specific diagnostic assessments are completed by the class teacher in order to identify areas of learning which can be targeted. The assessment information is used to inform planning; ensuring appropriate differentiation to meet the needs of the individual student.
- 4.4. Within the 'assess' process, teachers conduct regular formal and informal assessments of the student's progress. The aim is to identify students who are making less than expected progress, and comparing this to the known barriers to their learning (e.g. their current mental health status) or other Special Educational Needs and/or Disabilities. This can include progress outside of the curriculum, such as communication, social interaction or concentration. Assessment information and barriers to learning are documented on the students' Individual Educational Plans (IEPs) (see Appendix D).
- 4.5. Assessments are gathered together and discussed as a team during progress meetings. Each student is discussed at least termly, and more frequently if necessary. The aim of this is that students who are having difficulties and, as a result, are making less than expected progress are identified early so that support can be implemented.
- 4.6. Where a student continues to make less than expected progress, despite high quality first teaching, a decision is made that the school should involve the National SEN Case Co-ordinator to discuss and plan additional support. The National SEN Case Co-ordinator will assess the student through observation, discussion with the student and staff and by looking at the students' progress in comparison to their initial assessment data.
- 4.7. **Plan** - Within the 'plan' phase of the Graduated Approach, it is important to state that the first step is the provision of high quality first teaching and differentiation offered to students who have SEND. Teachers will be expected to use Wave 1 strategies, with advice from the National Special Educational Needs Case Co-ordinator where required, to help remove barriers to learning. As well as differentiation and scaffolding of tasks, Wave 1 strategies may include; incorporating rest breaks into lessons, providing access to sensory equipment such as ear defenders, wobble cushions or fiddle toys, or using resources such as coloured overlays, writing slopes and task boards. Wave 1 strategies are documented on the students' IEPs (see Appendix D).

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- 4.8. **Do** - In the 'do' phase, the class teacher is mainly responsible for the provision offered to the students with SEND. Where Wave 1 strategies have been recommended, the teacher is responsible for planning for differentiated teaching and ensuring any specialist equipment is available to the student during the lesson. The National SEN Case Co-ordinator is also responsible for supporting teachers and teaching assistants with recommended strategies, by providing guidance and advice and by purchasing relevant resources.
- 4.9. **Review** – Class teachers are responsible for reviewing Wave 1 strategies and whether they have sufficiently removed barriers to learning to enable the student to make progress. If they have, the teacher will restart the 'assess, plan, do, review' cycle and continue to use Wave 1 strategies for the student.
- 4.10. If there are concerns about the amount of progress made, this will be raised by the class teacher at student progress meetings. At these meetings, Wave 1 strategies will be discussed and feedback given by the relevant staff (teachers, teaching assistants) about any concerns they may have. If it is felt that the student can continue with Wave 1 support then alternative Wave 1 strategies may be suggested. Outcomes from the review phase will feed directly into the planning phase for the next cycle. This ensures that progress is continuous, and that the Graduated Approach is effectively applied.

WAVE TWO – Additional interventions to accelerate learning

- 4.11. **Assess** – It may be evident that a students' needs cannot be met with Wave 1 classroom strategies and further intervention is required. Classroom teachers are responsible for alerting the National SEN Case Co-ordinator who will observe the student, discuss their progress with their class teachers and use diagnostic assessment tools to inform whether targeted Wave 2 interventions should be used.
- 4.12. **Plan** – Based on the Wave 2 assessments completed, the National SEN Case Co-ordinator will advise teaching staff on which intervention is required and how frequently this should be done. Wave 2 interventions will be detailed in the students' IEP. The interventions should relate to SMART targets and also highlight what the expected impact of the intervention will be on progress, development or behaviour. This allows the intervention to be appropriately evaluated at review.
- 4.13. Any interventions should be recommended in line with current best practice guidelines from research. The National SEN Case Co-ordinator should be up to date with these and can provide training and support to staff, to allow them to conduct the intervention under the latest guides.
- 4.14. **Do – Wave** 2 interventions take place within the school timetable and will often take place within the students' regular lessons (e.g. accelerated literacy programme being undertaken at the start of an English lesson). The classroom teacher is responsible for ensuring the student completes this intervention, even if this is taking place with a teaching assistant outside of the classroom.
- 4.15. **Review** – The students' progress will be monitored at regular intervals to ascertain whether they are making progress and whether the Wave 2 intervention is still required. If the intervention is no longer required and accelerated progress has been made, the student will be integrated back onto Wave 1 support.

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- 4.16. If the student is making some progress but still has requires intervention then they will remain on Wave 2, and will either continue with their current intervention or a new intervention may be implemented.

WAVE THREE – Highly personalised interventions

- 4.17. **Assess** – Occasionally students may have Special Educational Needs or Disabilities which cannot be met within our Wave 1 or 2 provision and specialist support will be required. Student progress will be assessed to see if there are any specific difficulties which they are having which are preventing them from making progress. Where necessary, the National SEN Case Co-ordinator will complete further diagnostic assessments with the student to identify what their difficulties are.
- 4.18. **Plan** – The National SEN Case Co-ordinator may decide that the student would benefit from Wave 3 support from specialists. This could involve requesting specialist assessments by a Speech and Language Therapist, Occupational Therapist and/or an Educational Psychologist. The National SEN Case Co-ordinator will discuss this with the student and their parents/carers and arrange for the assessment to be conducted.
- 4.19. **Do** – For Wave 3 specialist support or interventions, both the teacher and the National SEN Case Co-ordinator have joint responsibility to oversee the interventions, and to ensure that targets are being met and that progress is made. It may be necessary to use external specialists to deliver the intervention, depending on the level of provision required.
- 4.20. **Review** - If the intervention is no longer required, the National SEN Case Co-ordinator will contact the parents/carers to discuss the student's progress. A named member of the team will discuss the progress with the student, and agree for a phased integration back onto Wave 1 or Wave 2 (depending on the students' needs).

5. THE ROLE OF EDUCATION, HEALTH AND CARE PLANS

- 5.1. Following the admission of a student to Cygnet Hospital, the Education Officer will liaise with the students' home school to quickly establish whether the student has an EHC Plan. If they have an EHC Plan, contact will be made with the students' Local Authority SEN Team to retrieve a copy of the plan.
- 5.2. On receipt of the EHC Plan, the National SEN Case Co-ordinator will read the Plan and disseminate information to all teaching staff, and ensure that provision is implemented in line with support given at the individual's previous education placement.
- 5.3. If the provision required is above that which is offered as part of the Wave 1 and 2 provision at Cygnet Schools, additional funding (e.g. Top up Funding) may be requested from the Local Authority SEN Team to ensure that the student is appropriately supported and has continued access to high quality teaching and learning.
- 5.4. If the student has a Statement that is yet to be converted to an EHC Plan, the National SEN Case Co-ordinator will liaise with the Local Authority SEN Team to find out if they require any information from Cygnet Schools to support the completion of this transfer.

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- 5.5. Through regular progress meetings, school staff will use the graduated approach to assess for any potential needs and refer to the National SEN Case Co-ordinator if they have any concerns about a particular student. In some cases, Cygnet staff might feel that it would be appropriate for an EHC Plan application to be made to support the student on discharge and return to the community. In this case, the National SEN Case Co-ordinator will consult with parents/carers and the student to obtain their views on whether they are happy for an application to be made.
- 5.6. It is recognised that the process of applying for an EHC Plan can take up to 20 weeks, and that this may extend beyond a student's hospital admission. Therefore, if the student is dual registered and remains on roll with their home school, the National SEN Case Co-ordinator will liaise with this school to discuss the need for them to submit a request for a statutory assessment for an EHC Plan. The home school will be able to see the EHC process through to the end and use the documentation to support reintegration to their school. Documentation on progress will be supplied by Cygnet Schools to support the home school's application for an EHC Plan. Any statutory assessments (e.g. assessment by an Educational Psychologist) which need to be carried out can be facilitated by Cygnet Schools where needed.
- 5.7. If the student is not on roll at another school and has needs which require support and reasonable adaptations beyond that which could reasonably be provided from within a mainstream setting's own resources; then the National SEN Co-ordinator will complete the EHC paperwork for this student and submit the request for a statutory assessment for EHCP to the student's Local Authority SEN Team.

6. MANAGING STUDENT'S NEEDS USING SEND REGISTER

- 6.1. All students at Cygnet Schools would meet the criteria for having Special Educational Needs under the category of Social, Emotional and Mental Health (SEMH) due to their mental health difficulties and the fact that this is causing them to have significantly greater difficulty in learning than the majority of others of the same age. For this reason, every student has a personalised IEP which details their strengths/interests, prior attainment, diagnostic information, potential barriers to learning and Wave 1 strategies to support this student. Class teachers complete these IEPs using information that has been gathered from their One Page Profile (see Appendix B) and Information Passports (see Appendix A).
- 6.2. Where students have an EHC Plan, a summary of this is added onto the Individual Education Plan (IEP) by the National Special Educational Needs Case Co-ordinator to provide the teachers with further information on how to meet this students' Special Educational Needs. The teachers are required to use this information to directly inform their planning. If the National Special Educational Needs Case Co-ordinator has observed a student or completed any diagnostic assessments at Wave 2 or 3, then information about this will also be added to the IEP.
- 6.3. Although all students at Cygnet Schools would meet the criteria for having Special Educational Needs under the category of SEMH, not all of these students will require ongoing educational support which exceeds the universal offer in their home school. Therefore, only those students with enduring special

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educational needs or disabilities are listed as having SEND on the SEND Register (Appendix E). This records whether the student has SEND, what their primary and secondary needs are, whether they have an EHC Plan and the date this was finalised. This register is updated weekly as new students are admitted and provides the teaching staff with an overview of who has SEND.

7. SUPPORTING STUDENTS AND FAMILIES

- 7.1. A key principle of the SEND policy at Cygnet Schools is the participation and engagement of students and their families. This is not the same as communication, and relies on the shared interest and motivation of both professionals and families to achieve specific outcomes (e.g. attainment). Cygnet Schools regularly contacts families to discuss the engagement and progress their student is making within education.
- 7.2. Conversations are held with students to find out what they feel their barriers to learning are and what support they would like in the classroom. The Special Educational Needs Case Co-ordinator aims to meet every student on the SEND register to discuss this with them. Students are spoken to again when they are moved between Waves of intervention so that targets can be set and so mutually agreed outcomes can be made.

8. SUPPORTING STUDENTS MOVING BETWEEN SCHOOLS AND PREPARING FOR ADULTHOOD

- 8.1. We will share information with the school, college or other setting that the student is moving to ensure that there is a smooth transition to the new setting. We will agree with parents and students which information will be shared as part of this.
- 8.2. A robust transition plan will be put in place wherever possible, and supported by the Schools Education Officer and MDTs.

9. TRAINING AND RESOURCES

- 9.1. Funding for the support of students with Special Educational Needs is arranged depending on the level of provision required. If the support required to ensure that the student has access to high quality teaching and learning can be met through the schools' Wave 1 provision, funding for this support is taken from the standard LA funding. If the student requires more targeted or specialist provisions at Wave 2 or 3, funding may be requested from the Local Authority SEN Team (e.g. Top up Funding), in addition to the LA funding. This additional funding will be discussed and applied for by the National SEN Case Co-ordinator.
- 9.2. Staff training needs are identified by the National SEN Case Co-ordinator through formal discussions regarding their classes and past experience working with SEND. Staff receive training in accordance with their job roles and needs of the young people. As a minimum, they receive two annual training updates. This training includes guidance on working with specific educational needs (e.g. attention difficulties, communication difficulties), as well as updates on statutory guidance for use of support staff and assessment procedures.
- 9.3. As part of the staff induction process, new staff will meet with the National SEN Case Co-ordinator to discuss their past experience working with students with

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SEND. They will be asked to identify areas that they may require support in so that training can be tailored accordingly.

10. ROLES AND RESPONSIBILITIES

Proprietor

- 10.1. With regards to Special Educational Needs and Disabilities, the Proprietor challenges the Senior Team to appropriately support students with Special Educational Needs and Disabilities, and holds the Head teacher to account for the application of funding aimed at supporting the educational provision for these students.

Head of Education

- 10.2. With regards to Special Educational Needs and Disabilities, this role is designed to oversee the application of funding aimed at supporting the educational provision for students with Special Educational Needs and Disabilities. The Head of Education works alongside the Proprietor and Hospital Manager to ensure that funding is appropriately spent, and that the Independent School Standards are met.

National Special Educational Needs Case Co-ordinator

- 10.3. This role is designed to ensure that developments in the field of SEND are appropriately disseminated to the staff at Cygnet Schools. They are responsible for ensuring Cygnet Schools are inclusive and that adaptations are made to meet the needs of those with SEND and to help remove their barriers to learning. They are responsible for monitoring the SEND register, advising staff on strategies, monitoring interventions, securing funding (where required) and ensuring that the Independent School Standards are met. The National SEN Case Coordinator can be contacted via The Phoenix School of Therapeutic Education, Cygnet Hospital, 83 East Bank Road, Sheffield S2 3PX
- 10.4. The National SEN Case Co-ordinator is responsible for ensuring that the provision for young people with SEN is of a high quality and that all students, including those with SEND, are subject to a process of high quality assessment, planning and resources. Finally, they provide specialist training, advice, guidance and support to support staff, teachers and Head teachers.

Headteacher

- 10.5. With regards to Special Educational Needs and Disabilities, this role oversees the implementation of the Provision Map on a local level. They lead the progress meetings, which incorporate the Graduated Approach, in order to quickly identify and plan interventions for those who are not making good progress through the curriculum. This role meets regularly with the National SEN Case Co-ordinator to discuss the current student cohort, as well as identified gaps in staff knowledge or training identified during team meetings. Finally, the Headteacher, alongside the National SEN Case Co-ordinator approve EHC Plan applications (if relevant) and provision recommendations, as they will be ultimately responsible for the delivery of any provision put forward.

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Teaching Staff

- 10.6. With regards to Special Educational Needs and Disabilities, and in line with the Teacher's Standards (2015), teaching staff must know when and how to differentiate appropriately, using adaptive approaches which enable students to be taught effectively. They must have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
- 10.7. Teachers should be able to demonstrate an awareness of the physical, social and intellectual development of studentren, and know how to adapt teaching to support students' education at different stages of development. Finally, they should have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- 10.8. At Cygnet Schools, the teachers must be aware of the Graduated Approach and how it is used to assess and plan interventions for students with SEND and AEN. They should attend progress meetings, and be able to discuss individual student's progress through their subject curriculum. Teachers should also be aware of the interventions taking place in their classroom, and manage their support staff effectively according to the student's Learner Profile.

Support Staff

- 10.9. The role of support staff within the classroom at Cygnet Schools is designed to add value to the teacher's instruction within the classroom. This could involve supporting learners of all abilities to follow task instructions and maintain concentration, or working with identifies students on a specific skill or subject. For identified students, support staff (e.g. Teaching Assistants) may deliver high-quality one-to-one support using structured interventions. Training would be provided in advance of delivery, and the aims for the interventions would be SMART and targeted to a student's specific barrier to learning (e.g. concentration, communication, spelling, comprehension, reading fluency).
- 10.10. Support staff have a responsibility to ensure that they are fully prepared for their role within the classroom, allowing time with the teacher to understand the learning objectives of the session, and the key concepts, facts and information that are due to be taught. This allows them to effectively support the learning of the students, and use strategies such as scaffolding to differentiate support according to each learner's needs.

The Local Authority Offer

- 10.11. Our local authority offer for the 3 Cygnet school sites is published here:

Sheffield:

<https://www.sheffield.gov.uk/schools-childcare/local-offer>

Bury:

<https://www.theburydirectory.co.uk/kb5/bury/directory/localoffer.page>

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11. STORING AND MANAGING INFORMATION

- 11.1. Within Cygnet Hospital, there is a procedure for the storage and archiving of information pertaining to its inpatients. At Cygnet Schools, personal data, including school history, progress, Special Educational Needs, and attainment and stored in a locked cabinet and are confidential. All staff working with access to this information will have completed the Company training on Information Governance and Data Protection.
- 11.2. Following discharge from Cygnet Hospital, student data is transferred from the "Active Students" file to the "Discharged Students" file. This allows easy access to the information for the remainder of the academic year.
- 11.3. At the end of the academic year, each student's physical data (paper documents) are divided into individual envelopes and transferred to the archive. Here, documentation is stored for up to 20 years (up to the student's 25th birthday). For more information about archiving procedures, please see the Cygnet Healthcare Records Management Policy.
- 11.4. Young people, parents/carers and professionals can request access to the student data. All requests must be made to the Head Teacher in writing, along with details about the information requested and the reasons for the request. For more information about Access to Information, please refer to the Cygnet Healthcare Access to Health Records Policy.
- 11.5. All personal data is kept confidential, however, staff may disclose information if they feel there is a safeguarding concern. These concerns are then raised with the Designated Safeguarding Lead within Cygnet Schools. For more information about Safeguarding, please refer to Cygnet School's Safeguarding Students Policy.

12. ACCESSIBILITY

- 12.1. Accessibility refers to physical access to Cygnet Schools, access to the curriculum, and access to information. The Accessibility Plan is compliant with current legislation as specified in Schedule 10, relating to Disability, of the Equality Act 2010 and the scheme shows how the school is meeting its general duty to promote disability equality across all areas of responsibility.
- 12.2. For more information about the Accessibility of Cygnet Schools, please refer to the Accessibility Plan.

13. EXAM CONSIDERATIONS

- 13.1. The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment. A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.
- 13.2. Cygnet Schools have an appointed Exams Officer who is responsible for ascertaining whether reasonable adjustments should be considered for students with Special Educational Needs and Disabilities. As per the Accessibility Plan, Exams Officers will liaise with feeder schools and establish whether assessments have already been conducted for reasonable adjustments. If so, these arrangements will be implemented according to the guidance. If an assessment

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has not yet been completed, the Exams Officer would request this from the feeder school, or if appropriate, the Local Education Authority.

14. COMPLAINTS

- 14.1. In the first instance, complaints should be directed internally to:

Nicky McLeod,
Proprietor
Cygnet Health Care
Graveley Road
Stevenage
SG1 4YS

- 14.2. More information regarding this policy and the procedure for handling complaints can be found in the [Complaint Policy](#) published on our website.

15. BULLYING

- 15.1. Cygnet Schools does not tolerate the bullying of any student or member of staff. All students should be treated equally regardless of age, sex, ability, cultural and ethnic background. Staff are vigilant and committed to prevent bullying and will react to any such occurrences.
- 15.2. Students with Special Educational Needs and Disabilities may have difficulties identifying and/or reporting that they are being bullied. Staff are therefore extra vigilant when working with these vulnerable students in order to reduce the risk of bullying and to spot the early warning signs that a student may be being bullied.
- 15.3. For more information about our anti-bullying procedures, please see our Behaviour, Discipline and Anti-bullying Policy.

16. REPORTING ON SEND

- 16.1. At the end of each academic year, Cygnet Schools publishes a SEND Information Report, which follows the guidelines set out in the SEND regulations 2014. This report includes information on:
- The kinds of SEND that are provided for
 - The arrangements used in the academic year to consult with parents/carers and young people about their Special Educational Needs
 - The approaches used to teach students with SEND
 - Adaptations to the curriculum and learning environment for learners with SEND required during the academic year
 - Expertise and training of staff who support students with SEND, including how specialist support was be secured
 - Evidence that the effectiveness of provision for studentren with SEND was evaluated
 - How the school involved other bodies, including health and social care, etc. in meeting SEN and supporting families.
 - An updated copy of the SEND Policy
- 16.2. The SEND Information Report is available on our school website. This will be updated annually.

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Reviewing the Policy

- 16.3. This policy is reviewed annually by the National SEN Case Co-ordinator, and signed off by the Head of Education at the Local Governors Board Meeting.

17. STANDARD FORMS, LETTERS AND REFERENCES

Linked Policy

- 17.1. English as an additional Language (EAL) (8-10)
- 17.2. Data Protection, Access to Records and Confidentiality (IG 02)
- 17.3. Equality and Diversity for Individuals (1-06)
- 17.4. Accessibility Plan (8-05)
- 17.5. Admissions (1-02)
- 17.6. Behaviour in Schools (8-06)
- 17.7. Code of Conduct in Schools (HR 02)
- 17.8. Complaints and Compliments (6-01)
- 17.9. Equality and Diversity(HR 01)
- 17.10. Safeguarding Students (4-16)
- 17.11. Safeguarding in Schools (4-17)

References, guidance and further reading

- 17.12. SEND Code of Practice 2015

CYGNET
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Appendix A – Extract of Information Passport

Extract of Information Passport requesting SEND information from previous school

6. Special Educational Needs

SEN Status: SEN/ None

EHCP: Yes ☐ No ☐ Under assessment ☐ Transfer due from Statement of SEN ☐

If applicable,

Date EHCP was finalised: [Click here to enter a date.](#) Date of last Annual Review: [Click here to enter a date.](#)

Area of Primary Need:

- | | |
|--|---|
| ☐ Cognition and Learning | Diagnosis/detail: Click here to enter text. |
| ☐ Communication and Interaction | Diagnosis/detail: Click here to enter text. |
| ☐ Social, Emotional and Mental Health | Diagnosis/detail: Click here to enter text. |
| ☐ Physical and Sensory | Diagnosis/detail: Click here to enter text. |

Secondary/ other areas of Need: [Click here to enter text.](#)

Specific SEN equipment or aids required?: [Click here to enter text.](#)

Classroom strategies used: [Click here to enter text.](#)

Appendix B – One Page Profile

One page profile

CYGNET Schools one page profile	
NAME	
Things that I like:	
Things that I don't like:	
Strengths in school:	
Needs in school (how I like to be supported):	
Ideal future career:	
Other comments:	

Appendix C - The 3 Waves of Intervention



Assessment information and barriers to learning on student IEPs

Mental Health Focus:		
	Concern	Action
1	SEND needs: [REDACTED] has ADHD, and visual stress. She struggles with large amounts of text, and working in busy and noisy environments. She finds it hard to work with loud or unexpected noises, and can struggle to focus for long periods of time.	• Red overlay • RAG cards to indicate when help, or time out is needed • Chunked work with clear outcomes • Mini white board to record key information and words • Sensory toys

Appendix E - SEND register template

Version: cv6.1
 Issued: 11/24 Review 05/25
 Ref: SEN Policy/8-04/RR/EH/RR/JD
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