

## Special Educational Needs (SEND) Information Report 2025-26

### Key Information

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Link to Local Offer: <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer>

### Inclusion at United Learning

At United Learning, we are ambitious for all students. To achieve this ambition, we are committed to developing inclusive practices that ensure every child receives the support they need. It is driven by three trust-wide frameworks: **high quality inclusive teaching; inclusion-led leadership at all levels; inclusive community approaches**. By embedding inclusive practice across every layer of school life, we ensure that all children regardless of need are supported to succeed, feel a sense of belonging, and thrive in every aspect of their education.

### Working with Families

We understand what a huge decision it is to choose a school which will enable your child to thrive. We strive to make sure that our families feel included and supported in all decisions made about their child.

At CAST we pride ourselves on having a friendly, approachable SEND team and always try to make ourselves available to respond to parents' questions and requests. Generally, communication with parents is through Open Days, Teams Meetings, email, telephone calls and in-person meetings.

Parents, carers and new students are strongly encouraged to visit the school on Open Evenings when the SENDCO will be available with the SEND team to answer any questions and for families to see if the school setting is suitable. If a non-EHCP SEND student applies to CAST through the admissions process, families are contacted by a member of the SEND team where needs and provision are discussed. After starting at CAST, families are contacted and invited to take part in an information gathering TEAMS meeting as part of our **Assess-Plan-Do-Review** process. Parents and carers are recontacted at various intervals, particularly after assessment points to review progress. Parents and carers can request a meeting with the SENDCO at any point.

Once attending CAST, if a non-SEND student exhibits a SEND need, a teacher will complete a digital **Barriers to Learning** form, which goes to the SEND department. The SENDCO contacts home and invites the parents and/or carers to an information gathering meeting to discuss need, provision and progress. This forms the beginning of the Assess-Plan-Do-Review programme for that student.

Where a student has an EHCP we arrange a **preliminary guidance meeting** with the family and have a follow up meeting soon after entry to discuss ongoing needs, strategy and progress.

Parents are called to an **EHCP review meeting** once every six months as part of the Assess-Plan-Do-Review process. External Specialists may also be invited to these meetings. On some occasions, where Pastoral and SEND need overlap, outside specialists may request a meeting with the student and a family member at school. We are happy to facilitate this

It is recognised that regular communication with families is essential in gathering feedback and capturing the views of parents, carers and students on SEND provision and progress at CAST. These views influence the

content of Strategy Sheets (Individual Education Plans) and enable us to adapt provision accordingly, to build on the graduated (assess, plan, do, review) approach.

To support our families in decision making and to help them to find out more about what our CAST offers, we have **Parent Champions** who you can reach out to via email to arrange an informal chat.

**Parent Champions:**

**Edward Roberts-Rayne.** Assistant Principal. [Edward.Roberts-Rayne@cambridgeast.org.uk](mailto:Edward.Roberts-Rayne@cambridgeast.org.uk)

**Alistair Easterfield.** Assistant Principal. Head of Sixth Form. [Alistair.Easterfield@cambridgeast.org.uk](mailto:Alistair.Easterfield@cambridgeast.org.uk)

**Alex Caley.** Assistant Principal. [Alex.Caley@cambridgeast.org.uk](mailto:Alex.Caley@cambridgeast.org.uk)

**Samantha Lakin.** SENDCO. [Samantha.Lakin@cambridgeast.org.uk](mailto:Samantha.Lakin@cambridgeast.org.uk)

**Range of Support at CAST**

At Cambridge Academy for Science and Technology we have a wide range of additional needs, which fit within the 4 broad areas of need, as identified in the DfE Code of Practice (2014).

- **Communication and Interaction** including Speech and Language and Autistic Spectrum Difficulties
- **Social, Emotional and Mental Health Difficulties** including ADHD, OCD and Anxiety
- **Cognition and Learning** including moderate and specific learning difficulties such as Dyslexia and Dyspraxia
- **Sensory and/or Physical Difficulties such** as Hearing/Visual Impairment

As of November 2025, CAST has 459 students on roll. Five students have an Education, Health and Care Plan (EHCP) and 142 access SEND Support (K).

CAST has a higher-than-average number of SEND students on the register, 32% compared to the national average of 17.5%.

Our highest area of need is **Communication and Interaction**, with 47 students diagnosed with ASC and associated need. Our second highest need is **Cognition and Learning** with 42 students either diagnosed with dyslexia or having SpLD traits. We have 41 students with **Social, Emotional and Mental Health**, including ADHD, OCD and anxiety. We have 12 students with **Physical or Sensory** challenges, including auditory processing and hypermobility.

We need to take a broad view of any statistics as students reveal a large degree of comorbidity with SEND difficulties. One emerging observed SEND need is AuDHD, a combination of ASC and ADHD. We have also seen a rise in students with SEMH and anxiety.

**Admissions Arrangements**

**How do students with SEND get a place at CAST?**

The admission process to join CAST is different from most other secondary schools since we do not have a Y7 or Y8 at the school. Our students join at Y9, and Y12. Therefore, the Year 6/7 transition is not applicable here and we do not go out to visit primary schools.

Students with special educational needs (without an EHCP) will apply to the Admissions Team in the usual admissions process, as outlined in our Admissions Policy and on the CAST Website. Additional needs should be stated in the application process.

Those with an EHCP need to contact the Cambridge Local Authority Statutory Assessment Team.

Where Cambridge Local Authority proposes to name CAST in an EHCP, made in accordance with section 324 of the Education Act 1996, the school will be sent a consultation and will outline whether the student's needs can

be met and whether a place will be offered or not. If it is deemed that it would be incompatible with the provision of efficient education for other children, this will be outlined in the consultation response to the Local Authority.

No student will be refused admission to CAST based on his or her special educational needs. In line with the Equality Act 2010, we will not discriminate against disabled children in respect of admissions for a reason related to their disability.

If a parent or student has a specific SEND need that they wish to discuss prior to applying for a place, the SENDCO is available for meetings during Open Events. Parents and carers are also welcome to contact the SENDCO directly by email if they have a query about the suitability of SEND provision at the school. CAST welcomes any requests to visit our site to ensure we can meet individuals' needs (with advice as necessary from health professionals on suitability). Prospective parents are encouraged to attend guidance meetings set up for discussion with families prior to transfer.

See our Admissions Policy here: [Admissions Policy](#)

## Identification and Assessment

### How do we define SEND?

SEND refers to difficulties or disabilities that broadly fall into four main categories (listed below) that make it harder for some students to learn compared to most peers. Their needs require special educational provision beyond what is normally available in mainstream settings.

- **Communication and Interaction** including Speech and Language and Autistic Spectrum Difficulties
- **Social, Emotional and Mental Health Difficulties** including ADHD, OCD and Anxiety
- **Cognition and Learning** including moderate and specific learning difficulties such as Dyslexia and Dyspraxia
- **Sensory and/or Physical Difficulties** such as Hearing/Visual Impairment

### What would not constitute SEND

Some conditions or circumstances **do not qualify as SEND by themselves**, even though they may impact learning. For example:

- **English as an Additional Language (EAL)** – Language acquisition needs are not SEND, though a child may have both EAL and SEND.
- **Medical conditions** (e.g., asthma, diabetes) – These may require health support but not special educational provision.
- **Temporary difficulties** – Such as bereavement, family breakdown, or short-term illness.
- **High ability or giftedness** – These students often need enrichment rather than additional support to access the curriculum
- **Socio-economic disadvantage** – Poverty can affect learning, but it is not SEND.

### How are additional needs identified at CAST?

Currently students arrive in year 9 and 12 and sometimes in-year. New students with SEND status are identified through the **transition processes**, including notification on the college admission form, file transfer from previous schools, information uploaded on to the management information system and during the **information, advice and guidance** (IAG) meetings held with new students.

Additionally, the SENDCO will attempt to contact all new intake families before the end of the summer term to gather further information and manage expectations.

After joining CAST, additional school files are requested and parents are invited to take part in an information gathering phone call or TEAMS meeting as part of our **Assess-Plan-Do-Review** process. Information is processed to produce an initial SEND Register. As we get to know the pupils, the information is updated, and this will then form the final SEND Register.

When a student at CAST is identified as having special educational needs, the SENDCO will initiate the production of a **Strategy Sheet** (Individual Education Plan) which identifies the SEND need and the adaptations which need to be put in place by staff to reduce any barrier to learning. Strategy Sheets are developed collaboratively with students and their families and then put on the college central system so they can be accessed by the students' teachers. Strategy Sheets are shared with parents in review meetings and upon request. The creation of a Strategy Sheet initiates the Assess, Plan Do, Review process. They are reviewed by departments on Conference Days and Training days throughout the year.

Using a digital '**Barrier to Learning**' alert form, CAST encourages teaching staff to raise awareness of any undiagnosed atypical behaviours or learning patterns amongst students. The interpretation of any identified patterns is the responsibility of the SENDCO and if appropriate, further specialist expertise may be sought.

We adopt a **holistic approach** to supporting students and the SENDCO has regular meetings with the Pastoral and Inclusion Leads and Heads of Year to share relevant information and update Strategy Sheets. Information is shared throughout the day across departments via a safeguarding intranet. Shared information forms part of the Assess/Plan/Do/Review process for all SEND students at CAST.

Parents are invited to **review meetings** either face to face or via TEAMS at regular intervals and/or after assessment points throughout the year. In the review meeting, revised learning and behaviour targets are set and Strategy Sheets are updated accordingly.

For students who are leaving CAST, we make the students' files available to the new academic institution, including all standard school information and any SEND-related information where applicable and available.

### Reviewing Progress

#### What are the school's arrangements for assessing and reviewing students' progress towards outcomes?

The **Assess, Plan, Do, Review** model is used to establish whether SEND students are making necessary improvements and achieving their outcomes. This is based on a pre-determined time frame to ensure sufficient time to embed new skills or knowledge. Each student is individual in their review period. Formal assessment points are used to measure academic progress and the potential requirement for further testing and support. SEND staff are invited to **Outcome Tracking Intervention (OTI)** meetings with the Senior Leadership Team and Heads of Departments after every assessment point to review the progress of SEND students and update interventions where appropriate.

Students, parents/carers, SEND staff, pastoral staff and classroom teachers are all required to provide their input into a student's review to gain a full understanding of a student's provision and progress. The viewpoint of the student is at the heart of the review and holistic factors such as social interaction, wellbeing, organisation and attitudes to learning are all considered when reviewing progress and provision.

When there is a lack of progress after a longer period and several amendments to provision, specialist advice may be sought to assess whether there are any further recommendations to implement for a student.

### **How are students and families included in the decision making?**

Parents and students are strongly encouraged to visit the school on Open Evenings when the SENDCO will be available with the SEND team to answer any questions and for parents to see if the school setting is suitable. If a non-EHCP SEND student applies to CAST through the admissions process, they are invited to a guidance meeting where needs and provision are discussed.

After starting at CAST, parents are contacted for information and invited to take part in an information gathering TEAMS meeting as part of our Assess-Plan-Do-Review process.

Parents are recontacted at various intervals, particularly after assessment points to review progress. Parents can request a meeting with the SENDCO at any point.

If a non-SEND student exhibits a SEND need, a teacher will complete a Barriers to Learning form, which is passed to the SEND department. The SENDCO invites the parents/carers to an information gathering meeting to discuss need, provision and progress. A Strategy Sheet will be created with input from the parents and the student. Strategy Sheets do not just focus on learning needs but instead seek to capture the whole child, detailing interests and hopes for the future- the student voice.

Where a student has an EHCP we generally meet the parents and student at a guidance meeting and then have a follow up meeting soon after entry to discuss needs, strategy and progress.

Parents are called to an EHCP review meeting once every six months as part of the Assess-Plan-Do-Review process. External Specialists may also be invited to these meetings. At a review meetings parent and student comments and opinions will be captured and formally recorded on review documentation.

On some occasions, outside specialists may request a meeting with the student and a family member at the school (usually where Pastoral and SEND need overlaps) and we are happy to facilitate this.

At CAST we pride ourselves on having a friendly, approachable SEND team and always try to make ourselves available to respond to parents' questions and requests.

### **Whole School Evaluation- How is the provision and support of students with SEND evaluated at CAST?**

Success for SEND students at CAST is measured using a range of key performance indicators which are frequently reviewed and acted upon. We do not solely focus on academic success but also the positive experience of students within the school, ensuring they truly are included and happy with their school experience.

We aim to reduce any gaps or disparities between students who have SEND and those who do not, this includes reviewing academic progress, attendance, behavioural data and attendance to extra-curricular opportunities. This data does not however give us an insight into the experience or feelings of an individual therefore student voice and parental contribution is also important to us in reviewing our provision. This is captured in annual questionnaires and contributions during review meetings.

The Senior Leadership Team prepare a **report on progress and attainment** for the Governing Body where data is scrutinised and areas for intervention determined after each set of formal assessments.

Twice a year the SENDCO completes a United Learning **SEND Audit** and **Information Report** annually which is scrutinised by the United Learning SEND Adviser and the Governing Body. The SEND Adviser visits the school at least once a year evaluate provision and offer guidance.

### Reviewing effectiveness of our provision

A **review** of the effectiveness of our provision is carried out by a whole school **Outcomes Tracking Intervention (OTI)** programme, led by SLT. Whole school progress assessments twice a year are used as entrance and exit points to measure students' progress. OTI meetings take place after each assessment point in the school year. All Heads of Department deliver data and feedback on individual students and where progress is not evident, further intervention is agreed upon and forms part of the Assess, Plan, Do, Review, Cycle

We also monitor the effectiveness of our SEND provision through regular observation of teaching and student engagement and behaviour. Such observations are undertaken by the college leadership team and the SENDCO and discussed with parents and students during review meetings.

### High Quality Inclusive Teaching

**Our approach to teaching is guided by the following three pillars:**

- **Ambition for All:** We are ambitious for students from all starting points, ensuring they are well-prepared for further education, employment, or higher-level apprenticeships.
- **Accessible Curriculum:** We ensure all learners access a well-sequenced curriculum that builds knowledge and skills effectively.
- **Equity in Assessment:** All students are given the exam access arrangements they need to access assessments and demonstrate their abilities fairly.

Our teachers have **high expectations** of all students, including those with SEND.

All teachers design lessons for students with different learning profiles and refer to **Strategy Sheets** to adapt lessons to ensure all students are fully included.

At CAST all teachers are trained in the principles of **Quality First Teaching** to be inclusive of all types of learning and need. There is ongoing weekly staff training to enable teachers to upskill in our approach. Heads of Department working together with the SENDCO, ensure that SEND students have access to a well-sequenced curriculum that builds knowledge and skills effectively. Reasonable adjustments are put in place to support this access. At CAST we use technology to support reading and writing. Several students use word processors, text to speech software and reading pens to overcome barriers to learning. Other students may have a Time-Out Card or specialist earbuds to help them manage sensory issues in the classroom.

Resources are allocated based on evidence of need but are finite. Students with an EHCP have resources allocated as outlined in their Statement, in agreement with the family and Local Authority. As a small college with a very limited budget our resources are restricted.

Our aim is that every student, including those with SEND, should be taught by specialist teachers and where possible a teaching assistant may also provide time-limited 'helicopter' support to a group of targeted students, including those with EHCPs in the classroom or during Challenge group projects.

All students on the SEND register will have access to a **Learning Mentor (TA)** to raise any worries or concerns. Students with an EHCP will engage with their Learning Mentor every day and have weekly meeting to address outcomes stipulated on their EHCP. Any intervention is personalised.

Whole school **homework study support** is provided to help students struggling to complete homework. SEND students are encouraged to attend and members of the SEND team are available to support them with their individual needs.

Most of our students follow the prescribed curriculum. However, occasionally a small number of SEND learners have a more **personalised programme** with a reduced number of subjects and/or timetabled hours. These are developed in collaboration with students, their parents and link advisers, such as the Educational Psychologist.

Where required, SEND students are assessed for **Access Arrangements** by the SENDCO and reasonable adjustments are put in place according to the Joint Council for Qualifications exam regulations. These adjustments are put in place to provide **equality of access** to assessments for SEND students.

Between learning sessions all students have access to a **Games Club** at lunchtimes. Here students can find peace reading or drawing, may choose to play cards, or chess, or may enjoy a computer game or simply sit with friends. These sessions are supported by the SEND team.

### **Evidence-Based Interventions**

At CAST we have implemented the **Lexia PowerUp** whole school reading programme to improve reading speed and comprehension that underpins the entire curriculum. SEND students are invited to work through the programme for four sessions a week at their own pace.

In the Sixth Form we have invested in **UpLEARN** to support learning and challenge our ambitious SEND students who want to improve their grades.

### **Mentally Healthy School**

CAST Senior Mental Health Lead is Laura Atkin ([Laura.Atkin@cambridgeAST.org.uk](mailto:Laura.Atkin@cambridgeAST.org.uk))

#### **Initiatives and Interventions**

We have a counsellor in school for 1 day a week, doing 1-1 and small group work. Additionally, we have a counsellor offering 3 sessions a week online.

We give out a sheet of contacts to those who are highlighted as struggling whilst awaiting our counsellor, and signpost **Kooth** as a provision for them to speak to someone anonymously.

All students on the SEND register have a meeting with their **Learning Mentor** from the SEND department once a week.

The college has a highly responsive and supportive Pastoral team to support students with SEMH. The Pastoral team works collaboratively with Designated Safeguarding Leads, Heads of Year, Student Services and SEND, and is led by two key people: an Inclusion Manager and Pastoral Support Manager. The Pastoral team liaise with students and families over day-to-day issues which present 'barriers to learning' for all students including those with SEND. Such issues include developing social strategies, supporting mental health and the prevention of, and dealing with, any bullying.

The Pastoral team, SEND team and Heads of Year collaborate to support the following:

- To meet families to investigate SEMH need.
- To put together Early Help Assessment (EHA) referrals for families.
- To make referrals for assessments for ADHD/ASC

- To provide Access Arrangements during exams.
- To liaise with external professionals such as the Link Educational Psychologist, the Link Education Inclusion Officer, the Early help Assessment Team, CAMH, CAMEO, Young People's Workers, CAFCAS, Pinpoint and NESSIE to name but a few.
- To make referrals to Psychodynamic therapeutic counsellors.
- To provide a quiet calm lunch club/boardgames room for those suffering from anxiety.
- To provide a Motivational Map programme for individual students.
- To provide and monitor Time-Out cards for those who feel overwhelmed and anxious (with temporary access to a quiet area).

### Behaviour Support

The SEND Code of Practice (2014) states that, 'Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.'

### Reasonable Adjustments

At CAST we make reasonable adjustments for managing behaviour which is related to a students' Special Educational Need (SEN) or disability, in accordance with the Equality Act 2010. These reasonable adjustments are tailored to the individual student and consider the advice of professionals as required. These adjustments may relate to the way that instructions are given, the way that behaviour is managed or the consequences and rewards that are used. CAST is committed to providing early intervention to support student behaviour and to ensure that students are supported in improving their behaviour.

For more information please see our behaviour policy here: **Behaviour Policy**.

### Inclusive Community

#### How are students with SEND encouraged to take part in the wider school offer and learning opportunities?

As per United Learning's *Framework for Excellence* we actively encourage *Education with Character*, with students experiencing and taking part in events in and outside their local community. Through careful risk assessment and planning, we aim to remove any barriers that would limit students being able to attend and participate in such events. All students, including those with SEND are encouraged to take part in extra-curricular and wider curricular activities.

#### Examples of the wider school offer:

- Year 9 Outward Bound trip
- Ski trip to Austria
- Science visit to CERN, Switzerland
- Whole school cultural visit to Naples
- Visits to local Challenge Project employers e.g. Astra Zeneca
- The **Student Council** is active in the sixth form and encourages all students, including those with SEND to take part in school-based events such as bake sales and non-uniform days to raise money for charities.
- There are ongoing opportunities for **Student Leadership** such as volunteering to speak to audiences at Open Events.
- **The Duke of Edinburgh** programme is well-established and SEND students are encouraged to sign up for it.

- There are **lunchtime and after-school clubs available** to all students. SEND students are encouraged to sign up for those they find interesting. Examples include Warhammer, Astronomy, Robotics, Crafts and and Eco Club.

### **Anti-bullying**

Our anti-bullying policy and inclusive ethos at CAST aim to eradicate discrimination. We have a zero-tolerance approach to bullying. Please see our anti-bullying policy here: **Anti-bullying Policy**

### **Rewards**

At CAST progress and behaviour are rewarded daily with **good behaviour points** allocated digitally by teachers and support staff.

- There is a **Rewards trip** to Thorpe Park at the end of each year.
- There are **certificates and prizes** awarded at the end of each term for good behaviour and demonstration of core values. All SEND students are included and recognised in these events.

### **How does the school involve other agencies and organisations in supporting students with SEND and their families?**

As a school we are fortunate to be able to draw on the expertise of specialists and professionals in our local area, particularly Cambridgeshire County Council. We work together with external professionals such as the link Educational Psychologist, the link Education Inclusion Officer, the Early Help Assessment Team, CAMH, CAMEO, Young People's Workers, CAFCAS, Pinpoint and NESSIE to:

- help families who are struggling with their child's attendance
- make referrals for EHCNA assessments for EHCPs
- make referrals for speech and language assessments
- put together Early Help Assessment (EHA) referrals for families.
- make referrals for assessments for ADHD/ASC
- make referrals to Psychodynamic Therapeutic Counsellors.
- organise alternative educational provision

## Transition

The way we operate transition at CAST is different from other academies. Our age range is Y9 to Y13. Currently students arrive in Y9 and 12 so there is no traditional handover point. We have a large catchment area of 25 miles around the school. If a student applies and indicates on the admissions form that they have a SEND need, we arrange an interview with their parents via Teams or in person.

Information regarding procedures and time scales for students wishing to join CAST are covered by the CAST admissions policy. See our admissions policy here: [Admissions Policy](#).

If a student has a specific need that they wish to discuss prior to taking up a place, the SENDCO is available for meetings during Open Events. Prospective parents are always encouraged to attend the **Information, Advice and Guidance** sessions set up for discussion prior to transfer. The SENDCO is happy to answer emails and arrange telephone/Teams calls with prospective parents.

Before starting at CAST, students are invited to a welcome day in the summer to meet both staff and peers. Where transition is identified as a concern, students can be offered further opportunities to attend CAST.

## Post 16 Transition

At the end of year 11, students with SEND that do not continue at CAST will be supported with their transition through meetings with the SEND team, Tutors, Heads of Year and their post 16 provider to share crucial information their needs, current provision and exam access arrangements.

All students have access to a **Careers Coordinator** who meets students on a one-to-one basis to support transition decisions. Additionally, there is dedicated support provided to students to help them complete application forms and write personal statements. In Y12 there is support for **UCAS applications** and **apprenticeships applications**. Our **Careers programme** includes interviews with HR professionals from a variety of companies. SEND students are encouraged to engage with the whole end-transition process.

For students who are leaving CAST at any stage, with the student's permission, we will make the student's file available to the new academic institution, including all standard school information and any SEND-related information where applicable and available.

## Staff Expertise

### What training do staff undertake at CAST to support students with SEND?

Continued Professional Learning (CPL) and staff commitment to upskilling is strong at CAST. Teaching staff are regularly updated on SEND issues during briefings and training sessions organised by SLT in collaboration with the SENDCO and the Professional Tutor.

All staff undertake an annual review on the importance of SEND and their responsibility in having high expectations and providing appropriate individual support. Staff are fully aware that every teacher is a teacher of SEND and strategies to support SEND students support all learners.

Identification and accountability are the pillars in our approach to SEND support. The SENDCO delivers regular CPL on the main additional needs at CAST (ASC, ADHD and SpLD/Dyslexia), and sources external training where appropriate. The sharing of good practice at all levels is promoted. This ensures quality teaching for all students.

Our SEND staff undertake both internal and external training as a team and individually in their area of expertise. As a school we are fortunate to be able to draw on the expertise of specialists and professionals in our local area, particularly Cambridgeshire County Council, CAMHS and NHS Speech and Language.

### Complaints Process

It is to be hoped that most concerns can be expressed and resolved on an informal basis. The Local Governing Body encourage those that have concerns to raise them with the appropriate person at the school (e.g. the child's class teacher) and to work constructively with that person towards resolving them. Most concerns can be dealt with without resorting to the formal stages of the complaint procedure.

#### Making a Stage 1 complaint:

We recognise that the sooner concerns are raised the easier it is for an appropriate resolution to be found.

For **Pastoral concerns** parents/carers should contact their child's Tutor or Head of Year.

For **Academic concerns** parents/carers should contact their child's Tutor or Head of Department.

If the nature of concern is broader they may contact: [cast-enquiries@CambridgeAST.org.uk](mailto:cast-enquiries@CambridgeAST.org.uk)

The member of staff will acknowledge the complaint as soon as possible, normally within 3 working days of receipt. They will try to identify areas of agreement and clarify any misunderstandings that might have occurred. They may make a written record of the concern or complaint, the date on which it was received, and then try to resolve the matter themselves or refer onwards to the appropriate person. Most matters can be resolved satisfactorily within 15 working days. If the issue remains unresolved a request may be made for a formal resolution at stage 2.

Please refer to the complaints policy here: [Complaints Policy](#)

### Accessibility Plan

At CAST an accessibility plan is in place for disabled pupils (as directed in the Equality Act 2010). This plan is reviewed at least every three years. The accessibility plan is aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum.
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- improving the availability of accessible information to disabled pupils.

Our school aims to treat all its pupils equally and with respect. Providing access and opportunities for all pupils without discrimination of any kind is paramount in being an inclusive school. We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs.

Training of staff is a crucial step in reducing any discrimination; therefore, our school regularly trains all staff and governors on equality issues, including the Equality Act 2010.

CAST has a much smaller building than ordinary secondary schools with all teaching taking place in one block. It is a tall building with three flights of stairs and one small lift that can house a small wheelchair. The modern building is designed to allow wheelchair access and wide corridors facilitate easily wheelchair movement around the building. On each floor there is a disabled toilet that can be accessed with a wheelchair.

Though we pride ourselves on our inclusivity, we strongly advise all students and their parents and carers to attend open events and look around the building to see if it suits their needs.

Unlike other schools we do not have a SEND hub and due to limited space, it is difficult make additional changes to the building. There are two small interventions rooms for SEND Literacy, Maths and SEMH interventions. For PE, there is access to an AstroTurf pitch and a neighbouring sports hall.

Please refer to our Accessibility policy here: [Accessibility Policy](#)

### **Supporting Looked after children with SEND**

**Looked after children (and previously looked after children)** are a particularly vulnerable group. The school ensures that prompt action is taken when necessary to safeguard these children and the Local Governing Body ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after (and previously looked after) by a local authority.

**Laura Atkin** is the designated member of teaching staff who has responsibility for their welfare and progress and to ensure that the needs identified in personal education plans are met. The school ensures that the designated member of staff receives appropriate training to carry out their role and has the information they need in relation to any child's looked after status, their care arrangements and details of the child's social worker and virtual school head.

The designated member of staff also has responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care and will work closely with virtual school heads to promote their educational achievement. The DSL ensures they have details of the local authority Personal Advisor appointed to guide and support any care leavers and will liaise with them as necessary regarding any issues of concern affecting them.

Please refer to our Safeguarding Policy here: [Safeguarding Policy](#)

### **Links to other Useful Policies**

[Send Policy](#)

[Admissions Policy](#)

[Accessibility Policy](#)

[Anti-bullying Policy](#)

[Complaints Policy](#)