



## Special Education Needs: Information Report 2020

### 1. About our School;

- 1.1. Cirencester Deer Park is a comprehensive school and an academy with just under 1,000 pupils on roll. We are situated on the outskirts of Cirencester and provide education for children from the town and surrounding areas: 16% of our pupils are currently registered on the SEN Code of Practice.
- 1.2. We provide support for pupils with a wide range of Special Educational Needs and Disabilities (SEND) including those with;
  - **Communication and interaction needs:** this includes pupils who have speech language and communication difficulties and autistic spectrum conditions.
  - **Cognition and learning needs:** this includes pupils who have specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
  - **Social, emotional and mental health needs:** this includes pupils who have anxiety, or ADHD
  - **Sensory and/or physical needs:** this includes pupils who have visual or hearing needs, or a physical disability that affects their learning.

### 2. Who should you contact at the school to discuss a concern relating to special educational needs?

- 2.1. If you have any concerns about your child having a special educational need, please contact our Special Educational Needs Coordinator, Lindsay Crew, on 01285 653447 or email her on [SENDCO@deerparkschool.net](mailto:SENDCO@deerparkschool.net). Alternatively, you can speak to our SENDCO at our Parents' Evenings or by appointment. You can also contact your child's tutor, Year Leader or the Pastoral Team Leader should you prefer.
- 2.2. The school's Special Educational Needs Policy can be found on our website [www.deerparkschool.net](http://www.deerparkschool.net) or a hard copy will be sent to you on request.

### 3. How does our school know/identify that pupils have special educational needs?

- 3.1. Our school refers to the Children and Families Act 2014, the SEN Code of Practice (January 2015, updated April 2020 due to Coronavirus) and the Gloucestershire Local Authority protocols around Education Health Care Plans, 'My Plan +' and 'My Plan' (SEN Support).
- 3.2. When a special educational need is being considered, our SENDCO will audit the needs of the individual pupil in order to assess whether there is a potential special educational need and use information gathered from one or more of the following:
  - at the point of transition from primary school;
  - through observations made by teachers in the classroom;
  - as a result of reports prepared by professionals;
  - from assessments undertaken in class or by the SEN team.

#### **4. How do we work with parents and pupils in order to involve them in their child's education?**

- 4.1. We recognise the importance of developing a 'learning triangle' between the school, pupils and their parents. This is especially important in the development of a provision that will meet the needs of pupils with special educational needs.
- 4.2. We develop our partnership with parents in many different ways but we always welcome suggestions as to how we can improve this further. Some of the activities that parents are already involved in are parents' evenings, induction and information evenings, school events, the Friends of Cirencester Deer Park School and governors' meetings.
- 4.3. Parents and pupils receive regular data reports on progress as well as a written report once a year. There is at least one Parents' Evening a year where teachers, Year leaders, Pastoral team leaders and members of the school's leadership team are available to discuss any issues you may have. However, parents and pupils are welcome to talk to staff at any stage of the school year.
- 4.4. Additional meetings or parental contact also take place through our programme of 'plan, do and review'. During this process learning support staff and pupils consider their progress in order to assess the impact of the support they have received and plan for the future. These may take the form of formal Education Health Care Plan or Statement of Special Educational Needs reviews, or informal contact with either our SENDCO or pastoral teams, or contact with teaching assistants.

#### **5. How will our school teach and support pupils with special educational needs so that they can access the curriculum?**

- 5.1. All pupils have an entitlement to a broad, balanced and relevant curriculum. We believe that all pupils with special educational needs should be taught wherever possible with their peers in mainstream classes by subject specialists who use a range of teaching methods and strategies to develop pupils' knowledge, skills and understanding. However, where access to the curriculum is impaired by low literacy levels, low working memory skills or other needs, pupils may be withdrawn from some lessons in order to be given access to one to one or small group tuition. These interventions will generally be targeted and time limited.
- 5.2. Teachers are responsible for the progress of all pupils in their classes, including those with special educational needs. However, the school also employs a team of teaching assistants to support pupils in the classroom by further differentiating the lesson content or providing the appropriate support, prompts or questions to maintain or accelerate academic progress. English and Science have senior teaching assistants and/or intervention tutors to help develop more specialist support in these academic areas.
- 5.3. Specialist teaching will also take place as part of the adapted curriculum mentioned below.

#### **6. What is our curriculum and how is it adapted to meet the needs of pupils with special educational needs?**

- 6.1. All Pupils, including those with special educational needs, are taught the National Curriculum in Key Stage 3 (Years 7-9). For pupils with specific needs there are also targeted withdrawal groups; lunch time support groups and other services such as the LIFT, literacy and working memory groups. Some of these groups are not currently running due to the guidance around social distancing and not crossing bubbles.

6.2. In Key Stage 4 (Years 10-11) all pupils are enrolled in GCSE and/or equivalent qualifications at Level 1 or 2. To allow all pupils to have a more tailored curriculum that meets their individual needs the curriculum is organised to provide access to different combinations of subjects, including additional English and Maths. These 'pathways' are not compulsory so in response to the advice and guidance they receive from their teachers and parents, individual pupils with support, can choose pathways they feel are most appropriate for them.

6.3. The school also has an Inclusion Centre and Coaching Centre. These provide additional support for pupils with varying needs. These resources are accessible in both Key Stage 3 and 4. Pupils may be withdrawn from some lessons in order to be given access to one to one or small group tuition in our Inclusion Centre. These interventions will generally be targeted and time limited. The Coaching Centre is a resource that is available during lunch time only and is again generally targeted. The Coaching Centre is not currently operating to ensure social distancing can take place and to prevent pupils crossing bubbles.

**7. What expertise do our school and staff have in relation to special education needs and how do we use other services to support pupils with special education needs?**

7.1. The School has a SENDCO who is appropriately trained and experienced in working with pupils at Deer Park. She is supported by our SEN learning leader.

7.2. As well as this, all teaching and pastoral staff are aware of the different kinds of special educational needs and receive advice on how to support these in the classroom. All new members of staff are trained on special education needs in a well-planned induction programme and teachers, through our Teacher CPD and in-service training sessions, receive regular updates on developments in special educational needs.

7.3. Other members of staff in our wider Care, Guidance and Support Team, including those in our Inclusion and Coaching Centres have participated in further training and achieved professional qualifications.

7.4. Where the needs of a pupil require expertise that is not available in the school, we use, via a traded services agreement, Gloucestershire Local Authority to provide access to professional services such as the Educational Psychologists (EP), Speech and Language Therapists (SALT), Occupational Therapy (OT) and Advisory Teachers on specific areas of special educational need. This is done in full consultation with parents. When necessary specialised equipment and facilities will be secured to support these pupils.

7.5. We also utilise other services such as Children and Young People Services (CYPS) and the Youth Support Service to support pupils who may have emotional, social or mental health needs or require support to help them overcome other learning difficulties. This is, again, done in full consultation with parents. When necessary we will involve health and social services to help meet the needs of pupils and their families.

**8. How does our school measure and evaluate the outcomes and impact of the support provided to a pupil; as well as evaluate the effectiveness of the provision made for pupils with special educational needs?**

8.1. We routinely track the progress of all pupils. Progress in reading and comprehension ages, writing ability and other such skills is tested and measured against age related expectations.

8.2. As well as this, during the annual process of 'plan, do and review' staff responsible for pupils with special educational needs consider the progress of each pupil in order to assess

the impact of the support they have received and plan for the future. These may take the form of Education Health Care Plan or 'My Plan Plus' reviews led by our SENDCO.

- 8.3. Finally, the success of pupils with special educational needs is regularly monitored by our SENDCO, Heads of Faculty and members of the Strategic Leadership Team. There is an annual report to Governors who, along with the Link Governor for special educational needs, carefully monitor and evaluate the effectiveness of our provision for pupils with special educational needs.

**9. How are pupils and young people with special educational needs helped to access activities outside the classroom?**

- 9.1. Pupils with special educational needs are actively encouraged to engage in the full range of extra-curricular and enrichment activities offered across the school. They receive support and benefit from this participation. In addition to the statutory curriculum the school provides a wide range of additional activities including sports and arts clubs and many others.
- 9.2. The school is aware of the duties required of it by the Equalities Act 2010 and follow Gloucestershire Local Authority Guidance for risk assessment protocols when planning a visit, excursion or trip. This guidance assists the school to assess risks and support any planning required to enable pupils with special educational needs to participate in a visit, excursion or trip.

**10. How did our school provide support to pupils with an EHCP during the Covid- 19 lockdown?**

- 10.1. All pupils with an EHCP were offered a place to attend Deer Park during the lockdown. The numbers that attended each week varied over the period of lockdown (23 March 2020 – 17 July 2020) although more EHCP pupils attended from June 2020 until the end of term. The SENDCO kept in regular contact with the families of pupils with an EHCP.
- 10.2. When EHCP pupils were in school they were supported by TAs. This allowed specific 1:1 work to take place to work on the outcomes of the EHCP for that pupil. The SENDCO reports that these pupils made good progress over this time and the TAs feel that their relationships with the EHCP pupils were strengthened.
- 10.3. For EHCP pupils that remained at home TAs provided differentiated resources specifically for a named pupil as well as ensuring that they knew how to attend the remote lessons on MS Teams. In some cases TAs carried out 1:1 sessions via MS Teams with a pupil. TAs also attended some of the MS Teams lessons run by the class teacher to ensure that effective support could be provided to an individual.

**11. How does our school provide support to improve the emotional and social developments of our pupils with special educational needs pupils?**

- 11.1. Staff recognise that pupils with SEND may also benefit from early help and understand the need to be alert to this. Our Care, Guidance and Support Team provides a comprehensive range of support. Each pupil has a form tutor who they see every day. Furthermore pupils are able to access support from their Year Leader or any member of the pastoral team. This team is complemented by our welfare assistant and school counsellor. Pupils can also access support through our inclusion and coaching centres and learning support team.
- 11.2. It is important to note that the Year Leaders are dedicated non-teaching roles that provide pupils with access to support throughout the school day.
- 11.3. Our weekly assembly programme reflects social, moral, spiritual and cultural aspects of learning. All pupils have access to Religious Philosophy lessons, Personal, Social and Health Education and Global Citizenship lessons. The school has anti-bullying and positive

behaviour policies.

## **12. How do we prepare our school to welcome and support pupils with special educational needs and how do we arrange and support a transfer to another school/educational establishment?**

12.1. To support the process of transition into the school:

- Senior leaders attend primary school Parents' Evenings in the schools where they are invited to do so;
- Our SENDCO attends Year 5 and Year 6 Statement/Education Health Care Plan Reviews (for those pupils intending to come to Cirencester Deer Park School);
- We host personalised open mornings for pupils in Year 5 in our 'family' of primary schools in the Summer term and more traditional open mornings and an open evening in the Autumn term of each academic year;
- We meet with pupils and their parents in their primary schools as a part of our 'welcome' and induction programme;
- Our Senior Year Leader with responsibility for Year 7 visits our local primary schools to meet with and discuss the needs of all pupils, including those with special educational needs in Year 6 with their teacher;
- We invite pupils in Year 6 to join us for two induction days in July, and some pupils who may find the transition to secondary school more challenging and encourage to take part in our annual Primary Challenge;
- We organise extended transition programmes for specific pupils and their parents.

12.2. To support the process of transition post -16 all pupils attend careers interviews with an impartial external consultant. Pupils with specific needs will be seen in Years 9, 10 and 11 by an external consultant. Some pupils with special educational needs may also have more formal transition plans that may include accompanied visits to colleges by the school's staff. All Year 11 leavers in 2020 with SEND who were attending Cirencester Deer Park School had a place at a post-16 provider or a training place for an apprenticeship and as far as we are aware they achieved the required entry grades.

## **13. Dealing with Complaints**

13.1 Where a concern exists, pupils or their parents should raise it with our SENDCO in the first instance. If she is unable to resolve it satisfactorily, it should be referred to the Assistant Head with responsibility for special educational needs.

13.2 If the Assistant Head is unable to resolve the concern, pupils or their parents should follow our Complaints Procedure which can be found on the school's website.

13.3 As a school we signpost independent and free advice. Parent Partnership is a support group facilitated by Gloucestershire Local Authority which works on behalf of parents and pupils.