



Policy: Special Educational Needs

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Created by: Jon Gibson, Deputy Head

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Revised by: Helen Charlesworth, Assistant Head

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1. Introduction

1.1. This Special Educational Needs Policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (July 2014, updated May 2015) and has been written with reference to the Code and the following guidance and documents:

- Equality Act 2010: advice for schools DfE May 2014, updated June 2018
- SEND Information Report Regulations (2014)- section 6.79 of SEND Code of Practice
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014, updated August 2017
- DfE (2019) Keeping Children Safe in Education
- The National Curriculum in England: framework for Key Stages 1 to 4 from September 2016
- Safeguarding and Child Protection Policy
- Accessibility Plan
- Teachers Standards 2012

1.2. This policy is based on a template recommended by NASEN. It is reviewed annually and updated (when appropriate). As a member of The Corinium Education Trust we continue to work closely with the Local Authority to transform our provision for individual pupils at Cirencester Deer Park School.

1.3. This policy should be read in conjunction with our SEND Information Report and our Local Offer and we strongly recommend parents of pupils with special educational needs read the guidance provided by the [DFE: Special Educational Needs: A Guide for Parents and Carers.](#)

2. Responsible Persons

- 2.1. The 'responsible person' for special educational needs is Helen Charlesworth, Assistant Head (Temporary Head of School until 31 October 2019), who is a member of the school's Strategic Leadership Team. The Link member of the school's Local Governing Body for SEND is Fiona Cordiner.
- 2.2. The member of staff coordinating the day to day provision of education for pupils with special educational needs is Lindsay Crew, our Special Educational Needs Coordinator (SENDCO) who is appropriately trained and experienced and holds the National Award for SEN Co-ordination. She is supported by our SEN learning leader.

3. Aims and objectives

- 3.1. We aim to challenge all pupils, including those with special educational needs, to achieve more than they first think is possible. Therefore, we ensure all pupils have their needs met and that they receive their entitlement to a broad, balanced and relevant curriculum that prepares them for life in modern Britain.
- 3.2. As a comprehensive school and an academy we aim to:
 - raise the aspirations of and expectations for all pupils with special educational needs;
 - enable pupils with special educational needs to achieve their full potential;
 - close the gap in attainment and progress of pupils with special educational needs and the attainment and progress of those pupils without special educational needs;
 - support all pupils with special educational needs so that they can become confident individuals and make successful transitions into adulthood, further education or training and employment.
- 3.3. To achieve our aims we:
 - identify and provide support and challenge for pupils who have special educational and additional needs;
 - **assess** individual pupils' needs, **plan** for them, **do** and **review** their progress regularly;
 - retain our high expectations and provide quality first teaching;
 - respond to individual needs by listening to pupils with special educational needs and their parents;
 - ensure that resources, including teaching assistants, are deployed efficiently to meet the needs of our pupils with special educational needs;
 - work within the guidance provided in the SEND Code of Practice, January 2015 (updated May 2015);
 - provide a Special Education Needs Coordinator (SENDCO) and team made up of specialist teachers and experienced support staff;
 - train, and provide guidance and advice for, all staff working with pupils with special educational needs.

- 3.4. All the teachers in the school are teachers of children with special education needs. As such we adopt an inclusive and 'whole school approach' to special education needs which involves all members of staff adhering to our models of good practice. We are committed to identifying and providing for the needs of all of our pupils in a wholly inclusive environment. Inclusion is regarded as crucial to our Special Educational Needs Policy.
- 3.5. The school operates an equal opportunities policy for all pupils. This ensures pupils with special educational needs are afforded the same rights as other pupils. This includes all pupils registered on the SEND Code of Practice, those with Education, Health and Care Plans and those who experience other learning difficulties who are 'SEN Aware' or either 'My Plan' and 'My Plan+'.

4. Identifying Special Educational Needs

- 4.1. Pupils' special educational needs at Deer Park are generally thought of in the following four broad areas of need and support defined in the SEND Code of Practice:
- Communication and interaction;
 - Cognition and learning;
 - Social, emotional and mental health difficulties;
 - Sensory and/or physical difficulties.
- 4.2. We recognise there are other issues that may impact on an individual pupil's progress and attainment but these may not necessarily be considered special educational needs:
- Disability;
 - Attendance and punctuality;
 - Health and welfare;
 - English as an additional language;
 - Being in receipt of pupil premium grant;
 - Being a looked after child;
 - Being a child of serviceman/woman.
- 4.3. A pupil's behaviour may be an underlying response to a need but is no longer defined in the SEND Code of Practice as a discrete need. We recognise these traits, and based on our knowledge of individual pupils, we plan to modify patterns of behaviour by ensuring other learning needs are met and identified pupils are able to access and benefit from interventions led by our wider Care, Guidance and Support Team.
- 4.4. Staff are aware that pupils who are disabled and have specific additional needs or have SEND (whether or not they have a statutory Education, Health and Care Plan) are more at risk and will potentially need Early Help. Staff know who to talk to should they have concerns and safeguarding procedures will be followed.

5. Access to the Curriculum

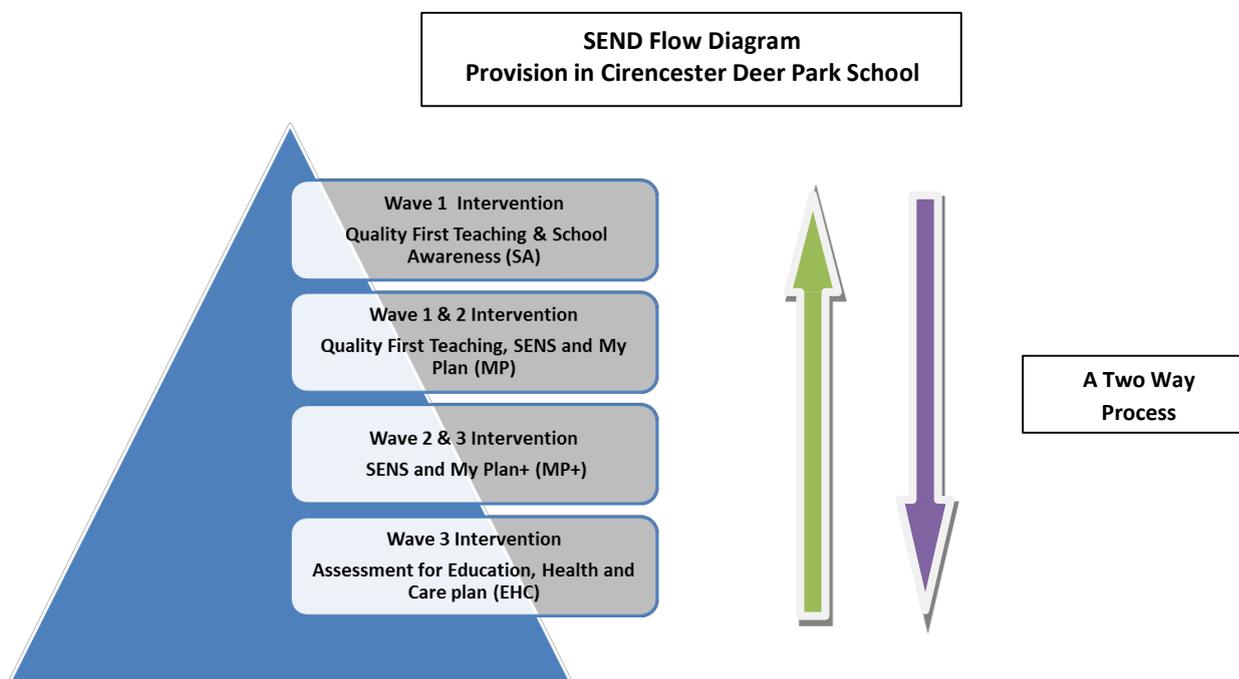
- 5.1. All pupils have the entitlement to a broad, balanced and relevant curriculum. At Cirencester Deer Park we believe that all pupils with special educational needs should be taught wherever possible with their peers in mainstream classes by subject specialists who use a range of teaching methods and strategies to develop pupils' knowledge, understanding and skills. However, where access to the curriculum is impaired by low literacy levels, pupils may be withdrawn as a part of an intervention

strategy such as intensive reading and/or spelling recovery within our LIFT programme.

- 5.2. The National Curriculum is made available to all pupils in Key Stage 3 and pupils with special educational needs access the full range of courses offered in Key Stage 4. Where pupils have special educational needs, a graduated response is adopted. The school, in other than exceptional cases, makes full use of classroom and school resources before drawing on external support.
- 5.3. The school makes provision for pupils with special educational needs to match the nature of their individual needs. Their class teachers and our SENDCO keep regular records of pupils' special educational needs, the action taken and the progress made.
- 5.4. Pupils with special educational needs are grouped flexibly so that learning needs are met in individual, small group or whole class contexts.
- 5.5. Our curriculum is differentiated to meet the needs of individual pupils. Teaching styles and flexible groups reflect this approach.
- 5.6. Schemes of learning for pupils, within classes and year groups, reflect our whole school approaches to teaching and learning, including developing resilience and promoting positive mindsets, and take account of the range of special educational needs across the school. Literacy and numeracy skills are embedded across the curriculum.
- 5.7. Curriculum tasks and activities are often broken down into a series of small and achievable steps for pupils who have marked learning difficulties.
- 5.8. In Years 9 and 11 personalised advice and guidance is given to pupils with special educational needs to ensure appropriate choices are made to help them achieve smooth transitions and access appropriate pathways. There are a number of options available in school to ensure all pupils are able to achieve their potential and leave Deer Park with a minimum of 5 or more GCSE grades 9-1/A*-G including English and Maths. We signpost Colleges and sixth forms offering post 16 courses and employment opportunities for pupils with special educational needs to explore.
- 5.9. In addition to the statutory curriculum, we provide a wide range of fully inclusive extra-curricular and enrichment activities. These include a variety of sports and arts clubs, and 'top up' and revision sessions. Pupils with special educational needs are represented in our pupil voice groups, including our school council. They are provided with support and are actively encouraged to join in and benefit from these activities. The Coaching Centre is a lunchtime facility which accommodates pupils with special educational needs and other vulnerable pupils and provides a place where they can socialise and receive help with homework.

6. Policy In Practice

- 6.1. We offer a flexible graduated approach to support for pupils with special educational needs. Our provision is based on the following 'wave' intervention model:



Waves of Intervention Explained

Wave 1: Inclusive, high quality teaching for all designed to enable children to work at age related expectations or above.

Wave 2: Additional interventions designed to enable children to work at age related expectations or above.

Wave 3: Additional and highly personalised interventions designed to enable children to work at age related expectations or above.

- 6.2. The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; has a sensory or physical problem; or communication or interaction difficulties, the school will initially place the pupil on 'SEN Aware'. Teachers respond to the pupil's need through 'quality first teaching', which is high quality and differentiated teaching in the classroom.
- 6.3. If these difficulties persist and progress is further impaired, the school may undertake a further assessment of the pupil's need including gathering feedback from individual teachers. If the need cannot be met through 'quality first teaching' alone, the pupil will move onto the first stage of the graduated SEND Code of Practice. Initially pupils will be categorised as either 'My Plan' or 'My Plan +' depending on the involvement of outside agencies. This is in line with Gloucestershire Local Authority's practice.

- 6.4 At 'My Plan' or 'My Plan+', support that is additional to and different from the differentiated curriculum is planned through a simple 'Pen Portrait', which constitutes an Individual Education Plan. Parents are informed and pupils are involved in decisions taken at this stage. Resources are allocated to help implement the individual pupil make progress. These may include:
- The pupil's and parents or carer's thoughts on how to best support him/her;
 - In-class support by the teacher or Teaching Assistant;
 - Withdrawal for individual and/or small group work with teachers or Teaching Assistant;
 - Literacy, working memory, social skills or ASD support;
 - Behaviour support programmes through our Inclusion Centre.
- 6.5 If a pupil does not make progress despite the school taking the action outlined above, further advice will be sought from the appropriate support services. The 'Pen Portrait' will be amended accordingly to reflect additional intervention and support needed.
- 6.6 If progress is still not achieved despite the additional interventions, the pupil may be assessed in line with the guidance from the Local Authority with a view to initiating a statutory assessment of special educational needs under the SEND Code of Practice January 2015 (updated May 2015). This may lead to an Education, Health and Care Plan. The appropriate forms will be used for recording and referral as necessary.
- 6.7 The identification of pupils with special educational needs is undertaken by our SENDCO who responds to data in the reporting cycle and concerns raised by pupils, parents and staff. Appropriate records are maintained. The SENDCO initially undertakes baseline assessments to identify specific needs and routinely screens pupils with SEND needs to monitor their progress. Assessments allow pupils to show what they know, understand and can do, as well as identify any learning difficulties. Where necessary, pupils will be referred to the SENDCO for further diagnostic testing to construct a more detailed profile of their strengths and weaknesses.
- 6.8 The progress of pupils with special educational needs is reviewed through formative and summative assessments as outlined in the SEND Code of Practice. Our Pen Portraits are reviewed regularly.
- 6.9 Additionally, the progress of pupils with an Education, Health and Care Plan is formally reviewed annually, as required by legislation.
- 6.10 Detailed records will be kept of the pupils receiving extra teaching support. These include the regular administration of informal reading inventories that are designed to provide a profile of reading achievement, phonic check-lists, detailed records of work and the results of standardised and diagnostic tests. A summary of these will inform actions within a 'Pen Portrait'.

6.12 Regular liaison is maintained with the following external agencies for pupils identified as SENS but in particular those on 'My Plan +' and pupils with Education, Health and Care Plans:

- Alternative Provision Service
- Assessment and Education Provision Team
- Educational Psychology Service
- Speech and Language Service
- Advisory Teaching Service
 - Communication and Interaction Team
 - Cognition and Learning/Behaviour Team
 - Physical Disability Team
 - The Hearing Impairment Team
 - The Visual Impairment Team
 - Total Communication (Augmentative Alternative Communication Support)
- Hospital Education Service
- Education Entitlement and Inclusion Team
- Children and Young People Service
- Family Information Service
- Parent Partnership Service
- Children and Families Social Care Team
- Virtual School (Children in Care Education Service)
- Gloucester Care Services (NHS Trust)

6.13 The number of pupils registered on the SEND Code of Practice is reviewed annually and the needs of pupils are audited to inform our planning and resource allocation where pupils are not making progress in line with expectations.

6.14 A pupil who is making adequate progress or achieving in line with his/her peers may be considered for a move from an Education, Health and Care Plan to 'My Plan +', or a move from 'My Plan +' to 'My Plan' and so forth.

6.15 A pupil who makes expected progress will not necessarily be removed from SENS support. For example, if the provision in place is securing the expected progress and it is considered that, without it, the pupil would not be able to do so, then the support may remain.

6.16 If the pupil is making and maintaining expected progress and the extra provision has ceased or been significantly reduced then SENS support may no longer be required. As such, intervention through quality first teaching in the classroom would be appropriate.

7 Supporting pupils and families

7.1 The school actively seeks the involvement of all parents in the education of their children. It is recognised that this is particularly important for pupils who have special educational needs, where the support and encouragement of parents is often the crucial factor in achieving success.

- 7.2 Parents are always kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the SEND Code of Practice, January 2015 (updated May 2015). Communications between the parent and the school will be consistently maintained.
- 7.3 Parents are fully consulted before the involvement of external agencies with their children, and are invited to attend any formal review meetings at all stages.
- 7.4 The school ensures that pupils are fully aware of their individual needs and the targets in their 'Pen Portrait'. Appropriate steps are taken to involve pupils in decisions which are taken regarding their education.

8 Supporting pupils with medical conditions

- 8.1 The school supports pupils with medical conditions and ensures that they have full access to education, including physical education and school trips. Some children with medical conditions may be registered as disabled and where this is the case the school complies with its duties under the Equality Act 2010 (updated June 2018).
- 8.2 Some pupils with medical conditions may also have special educational needs and may have a statement, or Education, Health and Care Plan that brings together health and social care needs, as well as their special educational provision. In these cases the SEND Code of Practice 2014 (updated May 2015) is followed.

9 Safeguarding SEND pupils

- 9.1 Support for vulnerable pupils, including those with special educational needs, is clearly defined within our Anti-bullying Policy. We aim to prevent and tackle any unpleasant and intimidating behaviour to ensure all pupils are able to fulfil their potential. Bullying is dealt with seriously. By challenging bullying effectively we improve the safety, happiness and performance of our pupils.
- 9.2 To educate pupils around issues such as bullying, their health and well-being, and other social, moral, spiritual and cultural aspects of learning, they are able to access our extensive and discrete programme of Personal, Social and Health Education. These fully differentiated lessons are delivered by a core group of specialist teachers.
- 9.3 The school recognises that pupils with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Staff are aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; being more prone to peer group isolation than other children; the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers. To address these additional challenges we have staff within our Care, Guidance and Support team (pastoral, SEND and Inclusion) with appropriate knowledge and skills who are available throughout the school day for pupils.

10 Dealing with complaints

- 10.1 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 (Temporary Head of School until 31 October 2019) with responsibility for special educational needs.
- 10.2 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.
- 10.3 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.

11 Roles and responsibilities

- 11.1 The SENDCO will provide coherent and effective leadership of SEND and promote and ensure high quality learning and teaching for all pupils registered on the SEN Code of Practice to raise pupil achievement and improve value added.
- 11.2 The Trust and Local Governing Body, teaching and support staff do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the headteacher or the appropriate governor has been informed that a pupil has special educational needs, those needs are made known to all who are likely to teach them.
- 11.3 The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- 11.4 In line with their statutory responsibilities the Headteacher, staff and members of the Local Governing Body draw up our Special Educational Needs Policy and report annually to parents on its impact and effectiveness and on the school's work with and for pupils with special educational needs.
- 11.5 All members of staff ensure all pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as it is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.
- 11.6 The SEND member of the Local Governing Body champions the issue of special educational needs within the school and has specific oversight of the arrangements and provision for meeting special educational needs and will report to the Trustee responsible for SEND within The Corinium Education Trust. The SEND member of the Local Governing Body will;
 - develop and maintain an awareness of special needs provision in the school on behalf of Local Governing Board and The Corinium Education Trust;
 - understand how the responsibilities for SEND provision are shared within the school;
 - meet the SENDCO on a regular basis to gain information about the provision made for pupils with special educational needs and monitor the implementation of our SEND policy;
 - Provide a report to the Local Governing Body and Trustees of The Corinium Education Trust at least once a year.

11.7. The designated person for safeguarding provides support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care. However, everyone who comes into contact with children and their families has a role to play in safeguarding children.

11.8 The designated teacher for Children in Care and previously looked after children has lead responsibility for helping school staff understand the issues which may affect how looked after children learn and achieve. The designated teacher:

- promotes a culture of high expectations and aspirations for how children, looked after learn;
- makes sure the young person has a voice in setting learning targets;
- is a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of assessment for Learning;
- makes sure that children looked after are prioritised in school and that carers understand the importance of supporting learning at home
- has lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school.

11.9 The school employs and deploys a team of teaching assistants to meet the needs of pupils with special educational needs. Our teaching assistants provide;

- support for the curriculum by differentiating learning resources, or becoming experts in a particular curriculum area or pupil need;
- support for teachers by carrying out a range of non-teaching tasks to support the differentiation of the curriculum or delivery of lessons;
- support for individual pupils by prompting engagement, building confidence and encouraging participation.

12. Staff development

12.1 In-service training needs related to special educational needs are identified by the SENDCO and Assistant Head in consultation with staff. Relevant training opportunities are signposted or incorporated into our whole school training plan. Training is delivered by external agencies as well as by individuals from within the school. Other opportunities are available to staff to train in response to specific areas of interest and the needs of the pupils they teach or support e.g. ASD, Dyslexia, BESD.

12.2 Teaching pupils with special educational needs is included within our induction programme for newly-qualified teachers and relevant information is shared with all new members of staff to ensure that the needs of pupils with special education needs at Cirencester Deer Park are understood and met.

13 Monitoring and evaluation of SEND

13.1 In line with their Terms of Reference, the Local Governing Body is responsible for;

- reviewing our Special Educational Needs Policy and its impact annually;
- advising the Trustees of The Corinium Education Trust on policies related to the Curriculum, including statutory requirements on the implementation of national education policies and all other curriculum matters;

- monitoring the curriculum provision for and the achievement of all learners, including those with special educational needs.
- 13.3 Raising progress is one of our core priorities and our provision for pupils with special educational needs is an objective within our Strategic Plan. This is routinely monitored by our Strategic and Extended Leadership Teams through our calendared cycle of meetings, progress reviews, rigorous and on-going self-evaluation.
- 13.4 An audit of our provision for pupils with special educational needs and its impact on their progress informs our planning for individuals and key groups of pupils. This includes feedback from staff, pupils with special educational needs and their parents in response to surveys and interviews.
- 13.5 The school, including the Local Governing Body is committed to regular and systematic evaluation of the effectiveness of its work and we routinely look for the following evidence:
- Staff awareness of individual pupil need through;
 - Records of meetings between SENDCO and teachers, Heads of Faculties, Pastoral staff and teaching assistants;
 - Lesson planning and the use of data driven seating plans;
 - Assessment methodology that takes account of SEND information;
 - Continuing professional development related to SEND for all staff;
 - Regular observation of class teachers by members of the Leadership Team.
 - Academic progress of pupils with special educational needs though;
 - Analysis of examination results for pupils with SEND;
 - The number of children participating in reading schemes such as the Accelerated Reader programme in Years 7 and 8;
 - Maintenance of assessment records including reading and spelling scores.
 - Other monitoring of SEND pupils includes;
 - Provision map of support and interventions for individual pupils on the SEN Code of Practice;
 - Pupils' awareness of their targets and achievements;
 - Attendance of pupils with SEND;
 - The number of exclusions of pupils with SEND in comparison to those without SEND;
 - The number of children supported by the funding allocation for non-statemented special educational needs;
 - Consultation with parents;
 - The number of pupils moving between stages on the SEN Code of Practice.

14 Storing and managing information

- 14.1 The school understands its responsibility under the General Data Protection Regulations 2018. It commits to ensure that the information is:
- used fairly and lawfully;
 - used for limited, specifically stated purposes;
 - used in a way that is adequate, relevant and not excessive;
 - accurate;
 - kept for no longer than is absolutely necessary;
 - handled according to people's data protection rights;
 - kept safe and secure;
 - not transferred outside the UK without adequate protection.

15 Accessibility Statutory Responsibilities

15.1 The school's Accessibility Plan clearly sets out the proposals of the Local Governing Board to increase access to education for disabled pupils in three areas required by the planning duties in the Disability Discrimination Act:

- To increase the extent to which disabled pupils can participate in the school curriculum;
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Other related documents

- Anti- Bullying Policy
- Child Protection and Safeguarding Policy
- Accessibility Plan
- Equality Policy
- Supporting children with medical conditions Policy