

# Special Educational Needs and Disabilities Policy



<b>Document Owner</b>	<b>Trustees</b>
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<b>Committee</b>	<b>Board of Trustees</b>
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**Relevant Policies:**

- Anti-Bullying and Anti-Hate
- Attendance
- Behaviour
- Safeguarding and Child Protection, and Annex 6 – Early Help Offer
- Complaints
- E-Safety
- Health & Safety
- Relationships and Sex Educatio

## Special Educational Needs and Disabilities Policy Statement

Background Information	<p>We are a school of 1500 students situated in the North Cotswolds. Our intake reflects a range of SEND and some with statements of educational needs &amp; Education &amp; Health Care Plans (EHCPs). We have students with difficulties in the area of social communication, social, emotional and mental health, sensory and/or physical difficulties and cognition and learning.</p> <p>Our Inclusion Department is led by an Assistant Principal: Head of Inclusion/SENCo. This is line managed by the Vice Principal. Within the department, there is an Assistant SENCO and three Higher Learning Teaching Assistants. There are also a number of Teaching Assistants employed by the school to work with students with SEND. The department works as a team and establishes close working relationships between students, staff, parents, trustees and outside agencies so that all of our students are supported in a fully inclusive environment.</p>
Aims	<p>The objectives of our policy are to:</p> <ul style="list-style-type: none"> <li>• Organise our activities to ensure that all students are included in the life of the school and make good progress</li> <li>• Work with parents sharing information on students' progress, outcomes and their individual needs</li> <li>• Continuously develop our ways of working to provide the highest quality of provision for all students within the resources available</li> <li>• Meet the requirements of the Education Act (1996), the Special Education Needs (SEN) Code of Practice (2014), and the Special Educational Needs and Disability Act (2001)</li> <li>• Facilitate a student's learning by identifying his/her needs and ensuring provision is matched to support each individual's attainment and well-being</li> <li>• Respond to students flexibly according to the nature of their difficulties and personalise their learning so that they can learn in a way that best suits their needs</li> <li>• Support student's learning without making them feel inferior to their peers</li> </ul>

This policy outlines the strategies and approaches that the school will take in order to meet these objectives. The procedures set out will be monitored and reviewed each year in order to build on best practice at Chipping Campden School.

We are a pro-active school and believe in the importance of rigorous scrutiny followed by immediate intervention.

Trustees	<p>SEN Trustee: Deborah Lindsay</p> <p>The Trustees evaluate the success of the education which is provided at the school to students with SEN.</p> <ul style="list-style-type: none"> <li>• Termly &amp; Annual Reports from the SENCo to the Education Committee.</li> </ul>
Responsibilities	<p>Dan Clarkson - Vice Principal, Designated Safeguarding Lead (Line Manager for Inclusion Department)</p> <p>Nicola Buckingham – Assistant Principal: Head of Inclusion/SENCo</p> <p>Sharon Rae –Assistant SENCO</p>



Alison Blake– Specialist Teacher & Access Arrangements  
Debbie Jones – HLTA Communication & Interaction  
Sue Stanier – HLTA Social, Emotional & Mental Health  
Alison Gravelsons – HLTA Hive Co-ordinator  
Clare Coombes – Emotional Literacy Support Assistant (ELSA)  
Team of Teaching Assistants  
Sarah Sweeney – Literacy Co-ordinator  
Sue Stanier –Young Carers  
Leanne McPherson – Counsellor  
Christina Hands – Counsellor  
Chloe Jones – SEN Administrator

The Inclusion Department will:

- Liaise with partner primary schools.
- Liaise with external agencies to support provision for our SEND students.
- Lead on and manage the day-to-day operation of this policy.
- Ensure that provision for all SEND students is arranged.
- Facilitate the tracking of and lead on the intervention for students.
- Use the graduated approach and SEN Toolkits to provide accurate and appropriate support for all students with SEND
- Manage the timetables of Teaching Assistants and co-ordinate their deployment effectively
- Report on the effectiveness of provision to the Leadership Team and through them to Trustees.
- Keep up to date with new initiatives to support students with SEND and share good practice with all teachers.
- Lead and manage arrangements for monitoring, tracking, reviewing and evaluating the effectiveness of SEND provision.
- Analyse the progress made by SEN students and those with Education Health Care Plans in the school through Key Stage 3, Key Stage 4 and Key Stage 5.
- Liaise with Head of Sixth Form & Sixth Form Pastoral Manager.
- Take the views of students and parents into consideration when planning appropriate intervention through student and parent voice opportunities.

The Principal and Leadership Team will:

- Manage and focus the work of the department in line with the whole school policy.
- Identify and allocate resources for SEND.



- Plan with the department on how resources are used to support students in the most efficient, effective and equitable way.
- Set the overall school policy for SEND & Inclusion.
- Decide whether to put forward students for statutory assessment (EHC Plans), in consultation with parents/carers.
- Ensure that the school's local offer is accessible via the website.

Subject Teachers will:

- Identify students experiencing difficulties.
- Use the SEN Toolkits to facilitate effective-adaptive teaching in lessons.
- Discuss students with SEND with the department and then parents/carers.
- Contribute to planning and provision to meet identified needs, including working with Teaching Assistants.
- Contribute to monitoring and review procedures.
- Seek to meet SEND within the overall framework of inclusion in the school.
- Track the progress made by students on the SEND register.

Academic Directors of Learning will:

- Liaise with the department concerning special arrangements for examinations.
- Ensure SEN Toolkits are used by staff and are consulted on a regular basis.
- Ensure curriculum plans and schemes for learning detail strategies for adaptive teaching
- Use departmental/faculty resources to develop the teaching resources available for SEND.
- Monitor teacher's plans to ensure they include appropriate adaptive teaching for students with SEND.
- Ensure assessment procedures are appropriate for students with SEND and that rigorous tracking systems are in place to monitor and report on the progress of SEN students and those with an Education Health Care Plan.

Pastoral Director of Learning: Lower, Middle, Upper will:

- Liaise with Higher Learning Teaching Assistants and Teaching Assistants and the SEND department over issues arising with students.
- Monitor and review, with the department, the effectiveness of provision.
- Support and contribute to the profiling of students and the writing and review of My Plan outcomes for students



	<p>Trustees will:</p> <ul style="list-style-type: none"><li>• Identify one Trustee with a special interest in SEND.</li><li>• Have a good understanding of SEND and the profile of SEND within the school</li><li>• Report on the effectiveness of the SEND policy at the relevant committee meeting and recommend changes as necessary annually.</li><li>• Use their best endeavours to ensure that students' special educational needs are identified and provided for.</li><li>• Ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for students.</li></ul>
Admission Arrangements	<p>Before students come to Chipping Campden School the department will:</p> <ul style="list-style-type: none"><li>• Visit our local primary schools, note students who have already been identified as having SEND and collect information about their educational history.</li><li>• Undertake follow up visits to discuss individual students in more detail as necessary.</li><li>• Collect information about the student's educational history from the last school attended by the student, any educational support services who may have been involved with the student, and from the parents/carers.</li><li>• SENCo will attend Year 5 &amp; 6 Annual EHCP Reviews, when requested to do so, to help prepare a student's transition to secondary school.</li><li>• The Head of sixth form will oversee the post 16 transition process, collect relevant SEN data and liaise with the SENCo regarding appropriate transition, dissemination of information, strategies and intervention.</li></ul> <p>Once students arrive in school we will:</p> <ul style="list-style-type: none"><li>• Identify students with special educational needs and establish their strengths and areas of difficulty and identify strategies for staff to use with each student, using a range of screening tools within the four broad areas of need; Cognition &amp; Learning, Communication &amp; Interaction, Social, Emotional &amp; Mental Health &amp; Physical Disability &amp; Sensory Impairment.</li><li>• Produce an SEN Toolkit in relation to the needs of each student and share with staff.</li><li>• Discuss the student's SEND needs with parents/carers.</li><li>• Make sure that information about students' SEND is passed on to appropriate school staff.</li><li>• Liaise with parents and inform on progress made by students.</li></ul> <p>When students leave the school, we will:</p>



	<ul style="list-style-type: none"> <li>• Pass on information about the student’s educational history to any receiving school.</li> <li>• Complete other transfer documentation as required.</li> </ul> <p>If a review reveals insufficient progress on the part of the student or if the department believes the nature of the student’s difficulties requires such action. The school will:</p> <ul style="list-style-type: none"> <li>• Seek the involvement of external agencies to support the production of a profile for the student.</li> <li>• Continue to work closely with parents.</li> <li>• Continue to keep the student’s progress under regular review</li> <li>• Students can come off the SEND register if sufficient and agreed progress is made.</li> </ul>
<p>Educational, Health &amp; Care Plans (EHCP)</p>	<p><b>EHCPs</b></p> <p>The production of an EHCP is organised by the County Education Service in which a student lives, in close liaison with the school and the student’s parents/carers. The provision set out in a student’s EHCP will be closely monitored by the Inclusion Department and reviewed annually. Parents/carers will be invited to contribute to the review and attend the review meeting. The costed provision attached to an individual student’s EHCP has to support all high needs interventions, as well as TA support in lessons, it is not solely relating to TA hours in the classroom setting.</p> <p>New EHCP requests will be made to the local authority under the Code of Practice, when the SENCO determines that sufficient evidence is available to support an application. This will be closely monitored, tailoring provision to the students’ individual needs. School will work in partnership with parents/carers and the young person to provide the best educational experiences, rapid progress in learning and high aspirations.</p>
<p>Buildings &amp; Special Facilities</p>	<p>We have the following adaptations and special facilities:</p> <ul style="list-style-type: none"> <li>• Wheelchair access to all teaching areas and blocks to ground floor classrooms. Four lifts are available. One in East block, one in the Art/Music block, one in the Science block and one in the Sixth Form Centre. All areas are equipped with Evac Chairs and staff have been trained in using them.</li> <li>• Toilets for students with disabilities including wheelchair access.</li> <li>• A Student Support Centre (The Hive), equipped with ICT, which offers pre-school provision and a range of resources for students.</li> </ul>
<p>Resources</p>	<p>The Trustees of the school set the overall budget available to meet special educational needs taking account of:</p> <ul style="list-style-type: none"> <li>• Statutory requirements.</li> </ul>



	<ul style="list-style-type: none"> <li>• Other budgetary pressures in the school.</li> <li>• The resources identified (but not earmarked) for SEND within the whole school's budget.</li> <li>• The availability of additional grants to the school.</li> <li>• Priorities identified in the School Improvement Plan.</li> </ul> <p>The department works with the Leadership Team of the school to:</p> <ul style="list-style-type: none"> <li>• Identify the pattern of need across the school.</li> <li>• Establish the most cost-effective means of meeting these needs.</li> <li>• Allocate support to groups of students and individual students, including those with EHCPs.</li> <li>• Ensure that support is allocated to students on a fair and equitable basis.</li> <li>• Monitor the progress made by students with SEND.</li> <li>• Evaluate the effectiveness of provision for SEND.</li> <li>• Ensure that support staff, including Higher Learning Teaching Assistants and Teaching Assistants work within the framework of school policy and practice.</li> </ul>
Assessment	<p>The SENCO will consider referring students with special educational needs to the Advisory Teaching Service or an Educational Psychologist, or other relevant external agencies, following two reviews at My Plan + level where expected/desired progress has not been made, where the SENCo has assessed that it is the most appropriate course of action and where funding and resources allow. Such referrals will always be first agreed with parents/carers.</p> <p>Dyslexia Assessments will not be carried out by the school. Parents/carers have the option to pursue a diagnosis privately if they wish. The SENCO can recommend further screening for students to identify strengths and weaknesses in relation to cognition and learning. Where dyslexic tendencies are identified, the school's response will be to meet a student's needs through identified strategies and reasonable adjustments, to be applied within Quality First Teaching in the classroom. Further support for students with Dyslexia will be offered through termly Dyslexia Awareness meetings and the offer of a weekly drop-in support session with the school's Specialist Teacher. Intervention for Dyslexia support will be classroom based and not via extraction intervention. Reporting of a student's attainment will be made in the context of the School's Assessment and Reporting Policy.</p>
Monitoring	<p>Academic Directors of Learning will monitor student progress and report any concerns to the Inclusion Department through the school's established referral system.</p> <p>Pastoral Directors for Learning will monitor student progress and Attitude to Learning data and refer any concerns to the SENCo.</p>





	Subject Teachers can meet with the SENCo to discuss any concerns over individual students.
Review	<p>The department will update the school's SEND information.</p> <p>The department will work with the Leadership Team to review the overall pattern of SEND support on an annual basis.</p> <p>Some students on the SEN register will be supported with a personalised SEN Toolkit only and others will require a My Plan. It is the SENCO who will determine if a My Plan should be initiated based on evidence of need overtime. My Plan outcomes will be reviewed regularly which provides an opportunity to capture parent and student voice.</p>
Access to the Curriculum	<p>We support access through adaptive teaching profiling students on the SEND register, allocating extra support to an individual or group according to set criteria and availability of resources. We develop self-esteem through positive reinforcement, using assessment processes to identify any learning difficulties.</p> <p>We seek to be an inclusive school by:</p> <ul style="list-style-type: none"> <li>• Using the SEND review procedures to identify any barriers in the way of the student and plan appropriate and reasonable action.</li> <li>• Ensuring that identified students have appropriate learning outcomes which are challenging.</li> <li>• Valuing the diversity of our students of which SEND are a natural part.</li> <li>• Looking for opportunities within the curriculum to raise SEND issues.</li> <li>• Seeking to make provision for SEND within routine class arrangements wherever possible.</li> <li>• Seeking opportunities for students with SEND to work with other students.</li> </ul> <p>Criteria for Evaluating the Success of the SEND Policy</p> <p>The following criteria will be used:</p> <ul style="list-style-type: none"> <li>• The amount of identified teaching time available to support SEND students.</li> <li>• The number of students with special educational needs attaining specified outcomes in assessments.</li> <li>• Average reading improvement of students receiving support with teaching.</li> <li>• The number of planned programmes of intervention and support.</li> <li>• The budget allocated to SEND by Trustees.</li> <li>• The proportion of schemes for learning which show planning for adaptive teaching for students with SEND.</li> <li>• INSET time allocated to staff development with reference to special educational needs and disabilities.</li> </ul>



	<ul style="list-style-type: none"> <li>• The proportion of parents attending or contributing to reviews and consultations.</li> <li>• Staff fulfil the expectation of the school in carrying out procedures for special needs and contribute to documentation for profiling, Reviews, Reports and evaluations.</li> <li>• Recommendations by external agencies are considered and incorporated into the curriculum when considered appropriate and where time and available resources allow.</li> <li>• Students are confident and well-motivated and are making measurable progress.</li> <li>• Movement between stages and the number of students on the register.</li> <li>• Parental &amp; student questionnaire outcomes</li> </ul>
Complaints	See School Complaints Policy.
Training	<p>The School's Arrangements for SEN In-service Training</p> <ul style="list-style-type: none"> <li>• All staff receives In-Service training or information about the SEN Code of Practice (2014), and issues relating to Disability.</li> <li>• Staff to receive In-Service training on SEND Procedures in school.</li> <li>• Staff to receive In-Service training on specific disorders and/or disability of students within their care.</li> <li>• Staff to receive training in specific techniques/strategies related to adaptive teaching, class management and specific disorders e.g. Dyslexia, Autism etc.</li> <li>• The department will identify areas for In-Service training which will be written into the school's development plan.</li> </ul>