

SEN Information Report 2024-2025

Definition of SEND

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(SEND Code of Practice, Jan 2015)

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (Jan 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Jan 2015)
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

To contact the SENDCO please email: dradbourne@cirencesterkingshill.gloucs.sch.uk, or call 01285 651511.

Rationale

Cirencester Kingshill School recognises that:

- All members of staff, in conjunction with the Local Authority, have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum.
- Students are entitled to a broad and balanced curriculum (both academically & socially), including the National Curriculum as appropriate, incorporating personalised provision which provides for their individual needs.
- Students' progress is recorded, valued and their provision reviewed accordingly.

Objectives

Through our range of support and provision, we raise the aspirations, expectations, and outcomes for all students with SEND. In order to achieve this objective, we:

- Identify and provide for students who have SEND
- Operate a whole school approach to the management and provision of support for special educational needs
- Provide support and advice for all staff working with special educational needs students

Roles and Responsibilities

The Head Teacher carries the overall responsibility for the management of all aspects of the school's work, including provision for students with special educational needs.

On a day-to-day basis, the responsibility is managed by the Special Educational Needs Coordinator (SENDCO), who should be contacted in the first instance. To contact the SENCO please email: dradbourne@cirencester.gloucs.sch.uk, or call 01285 651511

SENDCO – Maintains a register within school of all students with special educational needs, which summarises the nature of their needs and appropriate support strategies. The SENCO is line managed by the Deputy Head.

In addition, the SENDCO is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy
- Liaising with and advising fellow teachers
- Coordinating provision for students with special educational needs
- Overseeing the records on all students with SEND
- Liaising with parents and carers of children with SEND
- Contributing to the continued professional development of staff
- Liaising with external agencies including the educational psychology service and other support agencies, the health and social services and voluntary bodies.
- Arranging access arrangements for students who need them. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.

The Learning Support Team and SENDCO act as a whole school training resource. This can be informally, through day-to-day contact with staff, by responding to needs as they arise or more formally through the departmental meetings structure, through a curriculum development project with a particular member of staff or through involvement with the training of newly qualified teachers or student teachers. Relevant local and national conferences/courses, including cluster meetings for groups of schools, are attended by the SENDCO or others within the Learning Support Team. Teaching Assistants (TAs) line managed by the Deputy SENDCO. They support students in lessons.

Senior Leaders, Team Leaders, subject teachers and pastoral staff have a responsibility to work in liaison with the Learning Support Department.

All of the above are involved in evaluation and monitoring of SEND arrangements to promote an active process of continual review and improvement of provision for all students.

Identifying Special Educational Needs.

The special educational needs of students are identified through:

- Liaison with primary or previous secondary schools, and records from these, as part of wider transition.
- Whole school screening in Year 7 using GL Assessment's New Group Reading Test (NGRT)
- Use of appropriate group or individual tests of attainment, and diagnostic assessment of individual students where necessary.
- Involving the children and their parents in the planning and reviewing process.
- Class teachers who inform the SENDCO if in-class intervention is not improving progress sufficiently. The performance of each student is under constant review by class teachers.

Each student's development is monitored through careful departmental record keeping, so that interventions are put in place swiftly if appropriate. If students fail to make adequate progress despite these measures, the teacher informs the SENCO that there is a concern.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and an adapted curriculum.
- Working at levels significantly below age related expectations, particularly in

Literacy or Numeracy.

- Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

The child's needs are then fully investigated. This might involve liaison with staff both in this and previous schools, observations, diagnostic testing, data analysis, and conversations with parents and the student.

Four broad areas of SEN are outlined in the code of Practice (2015) which give an overview of the range of needs that should be planned for. We identify the needs of students by considering the needs of the whole child, which will include not just the special educational needs of the child or young person. We also recognise that students who experience difficulty in accessing the curriculum may also have a particular gift or talent, which is addressed through the more able provision.

If special educational provision is necessary, parents* and staff are informed that the child has special educational needs and appropriate intervention is identified to meet the student's individual need(s). If parents themselves raise the concern initially, the same investigation process takes place. Again, the parents and staff are informed of the outcome and any strategies and interventions which are proposed.

* Throughout this policy, “parents” should be taken to include all those with parental responsibility, including corporate parents and carers.

Certain conditions are not in themselves reason to provide additional provision, but may affect progress to the extent that the child needs to be added to the SEN register:

- Disability (The Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation –these alone do not constitute SEND provision)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Provision

A student is added to the SEND register if, despite quality first teaching, and in-class intervention instigated by the class teacher, they are failing to make adequate progress. Quality first teaching is high quality teaching, adapted for individual students, and is the first step in responding to students who have or may have SEND. *Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.* We regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This involves ensuring that teachers have strategies to identify and support vulnerable students. Professional development for teachers includes sharing best practice and effective strategies for supporting the wide range of special educational needs which we encounter in school. Once a child is placed on the SEND register, and our investigations are complete, we will work closely with parents and students to establish appropriate support.

Sometimes at this point it might be necessary to involve outside agencies in order to benefit from their expertise. These might include:

- The Educational Psychologist
- Paediatrician
- Speech and Language Therapist
- Advisory teacher for Cognition & Learning
- Advisory teacher for physical impairment
- Advisory teacher for Autistic Spectrum Disorder
- Health services
- Social services
- Voluntary organisations
- Mental Health services

- Local authority SEN departments e.g. SEND Information and Support Service (SENDIASS)

Parents are always consulted before we refer to these agencies. In some instances, it is necessary for parents to contact their family doctor in order to be referred to further agencies, such as the Occupational Therapist.

Support

- All students with a higher level of need, are listed on the SEND register. This is compiled through transition meetings before the students enrolls in the school, in conjunction with parents and students. It lists the nature of the SEND the student has and what strategies to use to support them in accessing the curriculum. and to which teachers refer in order to fully support them in lessons.
- TAs may support SEND students in lessons, or work on specific projects, for example to support adaptations or use of different teaching or learning styles for individuals or whole classes.
- In recognition that some students will have significant special learning needs, a programme of withdrawal for specialist teaching in the Learning Support Department will operate. This programme is designed to meet individual needs and aims to promote literacy and numeracy skills, personal confidence, motivation and self-esteem. Every effort is made to minimise disruption to the curriculum.
- Access arrangements in examinations - The SENDCO, in consultation with Team Leaders, subject staff and pastoral staff, identifies and assesses students who might be entitled to access arrangements in examinations; for example, a reader, scribe or rest breaks. For public examinations, the SENDCO makes the necessary online applications for access arrangements, working closely with the school's Examinations Officer.
- Transition arrangements are made on an individual basis for students on the SEND register, according to need. This applies both towards the end of year 6, prior to entry, and also in year 11 if they are intending to move on to college. This support can take the form of visits to and from colleges, meetings with parents and students, and sharing of information between settings. We regularly assess and review the progress of students on the SEND register in order to ensure that their interventions are effective, and to plan the way forward. We work closely with parents and students to make sure that they are fully involved in this process. In a few cases, where the help available might not be sufficient for the student to make adequate progress, either the school via the SENDCO, or the parents, may request the Local Authority (LA) to carry out a statutory (multi- disciplinary) assessment.

Following statutory assessment, the LA considers the need to issue an Education Health and Care Plan (EHCP). The EHCP is a legal document, describing the child's needs and specifying provision to meet those needs; it is monitored and reviewed on an annual basis within statutory time limits at a person centred review meeting which must take account of the views of the child.

The School works on a graduated approach to SEN as outlined in the Code of Practice (2015). Students come onto the SEN register at SEN support and this is graduated up to a MyPlan and MyPlan+. If progress still isn't being made then an EHCP assessment is requested.

Resources

There are two strands of funding from which resources, including staffing, are allocated to Learning Support: The 'delegated' budget for special educational needs, according to Gloucestershire County Council SEND funding formula, and the 'EHCP Banding' budget which provides specific funding for named students, via an EHC Plan. Funding is allocated with regard to the school's statutory duty to meet the objectives on EHC Plans, and its responsibility to make provision for students with SEND but without these. The deployment of resources and staffing is arranged by the SENDCO and Senior Leadership Team having due regard for the individual needs of the students.

Inclusion

We are a fully inclusive environment, and all students are encouraged to develop a positive image of themselves as a learner in our school. We do not tolerate bullying of any kind, and we take steps to protect our more vulnerable learners.

Managing medical conditions

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEND) and may have an Education Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Admissions arrangement for students with special educational needs:

- Admission of students with SEND, but without an EHCP, is on the basis of the school's published admissions policy.
- Where a child has an EHCP, the SENCO or Principal, can express to the Local Authority any concerns they may have about meeting the child's special educational needs or about how the child's attendance might impact on the education of other children at the school or the efficient use of resources. The final decision as to whether to name the school falls to the Local Authority.

Complaints

Any parent or guardian who wishes to draw our attention to a concern regarding the special education needs provision which we make for their child should firstly contact the SENDCO by telephoning the school for an appointment, or emailing the SENDCO (01285 651511 dradbourne@cirencesterkingshill.gloucs.sch.uk). The issue will be dealt with as swiftly as possible.

Should this strategy not resolve the problem, the parents or guardian should follow the school complaints procedure which is available on the school website.

Monitoring and evaluating the quality of education provided for students with SEND

- The SENDCO is accountable to the Head Teacher for the implementation, monitoring, review and evaluation of the policy.
- The school is committed to regular and systematic evaluation of the effectiveness of its work. The school employs a variety of methods to gather data for analysis including:

- Observation of teaching
- Analysis of the attainment and achievement of different groups of students with SEND.
- Success rates in respect of targets, both local and national
- Reviews of EHC Plans
- Results in GCSE and other public examinations
- Post 16 destinations of students with SEND
- The views of parents and the students at parents' evenings and consultation meetings
- Maintenance of assessment records e.g. reading and spelling ages that reflect progress over time
- Meetings between SENDCO and teachers, learning support teachers and learning support assistants

Following the collection of data, the school reports annually upon its successes and identifies aspects for future development.

This information report is reviewed annually by the SENDCO