



SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES POLICY

Principles

All teachers at Cirencester Kingshill are teachers of SEND. All leaders are leaders of SEND. Staff are fully committed to high expectations and have high ambitions for students with SEND. To unlock the potential of students with SEND we seek to identify and remove barriers to learning across the four broad areas of need. Students have a broad and balanced curriculum whilst also being afforded opportunities for additional support which is needs led. This means that all students with SEND feel valued in all areas of the school community, helping them to embody the STEPs of the school and help shape a greater future.

Definition of Special Educational Needs and Disabilities

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

A student has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age;
- Have a disability, where their impairment is substantial and long term and has an adverse effect on their ability to carry out normal day to day activities.

A child or young person has Special Educational Needs or a disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. These needs are put into four key areas:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

Admission Arrangements

We are an inclusive school and welcome students with SEND. Those with an Education, Health and Care Plan (EHCP) can name the secondary school they wish to attend—from the Year 5 Annual Review. Where possible the SENCo will aim to attend the annual review or the information will be shared by the primary school staff. Students with EHCPs have a slightly different admissions process and the local authority is responsible for consulting with the preferred school. We evaluate the information outlined in the consultation documents and decide whether we can meet the needs outlined in the EHCP.

Facilities

The school has wheelchair access with automatic doors, ramps and a lift. We have two classrooms for group work and a smaller room for students to work individually or who need a separate room for physio and movement to meet their physical needs. We have a dedicated team of support staff that works with students with SEND outside the classroom on a variety of interventions and programmes to support their needs.

Funding

For students with an Education, Health and Care Plan (EHCP), Teaching Assistants (TAs) are allocated as necessary depending on the outcomes in the EHCP. Sometimes funding is spent in other ways to support the student in meeting the outcomes in their EHCP. For other students, the school has a delegated budget. We have a team of Teaching Assistants who support students in the classroom and deliver Literacy and Numeracy intervention. Our TAs also contribute to annual reviews for students with an EHCP.

Identification of SEN

Every student's skills and attainment will be assessed on entry to Cirencester Kingshill School, and we will also use information from the following sources:

- Primary school
- Parents/carers, the young person and outside agencies
- Teachers and Teaching Assistants.

For students at SEND support, strategies are added to the SEND register along with the nature of their SEND. These students often need quality first teaching strategies and this information is shared with teachers. There is a graduated response to SEND; some students will need more support than others. We frequently assess students' levels to monitor the impact of intervention and then review if we need to change the support, making reasonable adjustments where necessary. Based on the progress made by students, provision may be ended, modified or increased. Through the Graduated Pathway some students may have a My Plan or a My Plan Plus with objectives reviewed at least annually. A My Plan Plus often includes input from external agencies, such as an educational psychologist or an advisory teacher. Statutory assessment for an Education, Health and Care Plan will be appropriate where a student has a substantial or complex needs and are not making progress.

SEND Support at Cirencester Kingshill School

Quality First Teaching, which is adapted for individual students, is the first step in responding to students who have SEND. All teachers have access to SEND profiles which details individual needs for each student with SEND and this is to be used to support students in class, inform planning and inform seating plans. Each teacher is expected to use the SEND profiles to inform seating plans which are kept in a folder and annotated. These are used as 'dashboards' to give a snapshot of the class and the needs of individuals.

In-class Teaching Assistant support will be allocated to students where there is a need, but there is an emphasis on specialist teacher input to support those that need it most. Additional in-class support may be offered on a needs basis with priority given to subjects with a high literacy content. All lower prior attaining sets in Mathematics have Teaching Assistant support.

SEND records are kept electronically and in the shared area so that staff may access them as needed. Each student with SEND has their own folder that can be accessed by the class teacher. This includes reports, plans and any other documents pertaining to the students' SEND.

Involving Specialists

Where a student continues to make less than expected progress due to SEND, despite the use of evidence-based approaches and well-matched interventions, we will consider the use of specialist staff. This includes:

- Physiotherapist;
- Speech and Language Therapist;
- Advisory teachers for Hearing Impairment, Visual Impairment, Communication and Interaction, Cognition and Learning, and for students with physical difficulties;
- School Nurse;
- Educational Psychologist.

Exiting the SEN register

A student will be moved off the SEND register if they achieve expected levels of progress and/or they are working well within the average range (using standardised tests); provided that their SEND is not impacting on their progress. We use internal data to support and inform our decisions to remove students from the SEND register each term and parents receive a letter detailing this.

Supporting students at school with 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.

Roles and Responsibilities

The Headteacher has overall responsibility for the management of the SEND provision. The Trustees must have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all students with SEND. On a day to day basis, this responsibility is delegated to the Special Educational Needs Co-ordinator (SENCo) who keeps the Headteacher and governing body fully informed, through the line management system.

All teachers have a key role in ensuring that students' needs are met. They are responsible for the progress, development and attainment of all SEND students in their classes. Teaching Assistants are a valuable part of the support for students with SEND. The Special Educational Needs Co-ordinator maintains overall responsibility for all Teaching Assistants.

The role of the SENCo is:

- Overseeing day-to-day operation of the school's SEND policy;
- Coordinating provision for children with SEND;
- Liaising with the designated teacher where a Looked After Child (LAC) has SEND;
- Advising on graduated approach to SEND Support;
- Advising on use of delegated budget/other resources;
- Liaising with parents/carers of children with SEND;
- Links with other education settings and outside agencies;
- Liaising with potential next providers of education;
- Working with the Headteacher and Trustees re: Equality Act;
- Ensuring that SEND records are up to date.

Training for Staff

All staff in the school will be provided with training on meeting the needs of SEND within their classroom. Most Teaching Assistants have the National Vocational Qualification Level 3 or equivalent, or a degree. Teaching Assistants have a rolling programme of Continued Professional Development.

Involving Parents/Carers

Cirencester Kingshill School will ensure that all parents/carers are fully informed of any SEN their child may have. We encourage parents/carers to be as actively involved as they can. By passing on information and keeping in touch frequently we can get to know the students really well and address any concerns parents/carers may have.

Student Participation

For students with SEND, we aim to involve the student in understanding their difficulties and what is needed to overcome them. Students need to use the support they have to make sustained progress and meet their potential; this includes working with Teaching Assistants and intervention workers and being fully engaged in the classroom. Students at My Plan and My Plan Plus are involved in setting their targets; they give feedback to staff on their support and complete a student survey once a year.

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice (2014) 3.65 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 (July 2014);
- Schools SEN Information Report Regulations (2014);
- Statutory Guidance on supporting students at school with medical conditions (April 2014);
- Teachers Standards 2012;
- Safeguarding Policy;
- Accessibility Plan.

This policy was created by the Head of Learning Support, following consultation with the Governing Body, Senior Leadership Team, staff, parents/carers and students with SEND.

Parental concerns regarding SEND

If any parent/carer has concerns, or wishes to make a complaint regarding their child's SEND support, they should contact Mr Radbourne (Head of SEND) or the child's Head of Year. Mrs Lindley, Headteacher and Mrs Wright, the SEND Trustee Link are also willing to respond to any concerns.

Lead Practitioner for SEND and Inclusion/Special Educational Needs Co-ordinator

SENDCo - Mr D. Radbourne -

Contact details: dradbourne@kingshillschool.co.uk

SEN Trustee – Mrs D Wright

Contact details: office@kingshillschool.co.uk

Designated Safeguarding Lead – Mrs Nichola Norman

Contact details: nnorman@kingshillschool.co.uk

For more information, the Local Offer and the Accessibility Policy are on the school website.

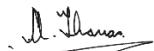
If appropriate: you may want to read the following policies in conjunction with this policy. The Examination Access Arrangements Protocol, Accessibility Policy, Child Protection Policy, Equalities Policy, High Achievers (Gifted & Talented Students Policy and the Pupil Premium Policy.

CIRENCESTER KINGSHILL SCHOOL
SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES POLICY

Reviewed by: Mr D Radbourne (Head of SEND)

Date: November 2025

Adopted by Trustees: 04 November 2025

Signed: 
Mr D Radbourne

Date: 04 November 2025

Next Review Date: November 2026