



CIRENCESTER KINGSHILL SCHOOL

SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES POLICY

Principles

All teachers at Cirencester Kingshill School also teach pupils with Special Educational Needs and or Disabilities (SEND). We are fully committed to high expectations for all pupils. To support pupils with SEND in fulfilling their potential we seek to identify and reduce barriers to learning. We aim to enable every pupil to experience success and we promote individual confidence and a positive attitude. Pupils have access to a broad and balanced curriculum that is relevant and differentiated. All pupils with SEND are supported to take an active role in all aspects of school.

Definition of Special Educational Needs and Disabilities

A pupil has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of pupils 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 pupils with SEND. Those with an Education, Health and Care Plan (EHCP) can name the secondary school they wish to attend in the Year 5 Annual Review. It is important that Cirencester Kingshill School is involved in the transition process as early as possible so that we have a clear accurate picture of a pupil's SEND before they come to Cirencester Kingshill School.

Facilities

The school has easy wheelchair access with automatic doors, ramps and a lift. We have two classrooms for group work and a smaller room for pupils to work individually or who need a differentiated Physical Education curriculum and our Emotional and Behavioural Support Manager provides full time support for pupils.

Funding

For pupils with an Education, Health and Care Plan (EHCP), Teaching Assistants are allocated as necessary depending on the outcomes in the EHCP. Sometimes funding is spent in other ways to support the pupil in meeting the outcomes in their EHCP. For other pupils the school has a delegated budget. We have 19 Teaching Assistants who support pupils in the classroom and deliver Literacy and Numeracy intervention. Our TAs also contribute to annual reviews for pupils with an EHCP.

Identification of SEN

Every pupil'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 (TA).

For pupils 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 SEN; some pupils will need more support than others. We frequently assess pupils' 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 pupils, provision may be ended, modified or increased. Through the Graduated Pathway some pupils may have a My Plan or a My Plan Plus with objectives reviewed frequently. A My Plan or My Plan Plus often include 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 the pupils have substantial or complex needs and are not making progress.

SEND Support at Cirencester Kingshill School

High quality teaching, which is differentiated for individual pupils, is the first step in responding to pupils who have SEND.

In class Teaching Assistant support will be allocated to pupils with a Education, Health and Care Plan (EHCP). Additional in-class support may be offered on a needs basis with priority given to Key Stage 3, particularly in subjects with a high literacy content. All low ability sets in Mathematics have Teaching Assistant support. There are faculty-based Teaching Assistants in English, Mathematics and all Teaching Assistants are linked to Faculties.

SEND records are kept in a filing cabinet in the Learning Support building. The Profiles are available to all staff through the shared area. Updates are sent electronically to faculties.

Involving specialists

Where a pupil continues to make less than expected progress due to SEN, 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 pupils with physical difficulties;
- School Nurse;
- Educational Psychologist.

Exiting the SEN register

A pupil will be moved off the SEN register if they achieve expected levels of progress and/or they are working well within the average range (using standardised tests); provided that their SEN is not impacting on their progress.

Supporting pupils at school with medical conditions

The school recognises that pupils 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 Governors must have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all pupils with SEND. On a day to day basis, this responsibility is delegated to the Head of Learning Support who keeps the Headteacher and governing body fully informed, through the line management system.

All teachers have a key role in ensuring that pupils' needs are met. They are responsible for the progress, development and attainment of all SEND pupils in their classes. Teaching Assistants are a valuable part of the support for pupils with SEND. The Special Educational Needs Co-ordinator (SENCo) 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, meeting three times a year;
- Links with other education settings and outside agencies;
- Liaising with potential next providers of education;
- Working with the Headteacher and governors 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 pupils really well and address any concerns parents/carers may have.

Pupil Participation

For pupils with SEN, we aim to involve the pupil in understanding their difficulties and what is needed to overcome them. Pupils 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. Pupils at My Plan and My Plan Plus are involved in setting their targets; they give feedback to staff on their support and complete a pupil 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 pupils 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 pupils with SEND.

Parental concerns regarding SEND

If any parent/carer has concerns, or wishes to make a complaint regarding their child's SEN support, they should contact Mr Radbourne (Head of SEND) or the child's Head of Year. Mr Pritchard (Deputy Head), line manager to SEND, Miss Oates, Headteacher and Mr Poulton, the SEN Senior Governor, are also willing to respond to any concerns.

Head of SEN/Special Educational Needs Co-ordinator

SENDCo - Mr D. Radbourne -

Contact details: dradbourne@cirencesterkingshill.glos.sch.uk 01285 651511 ext 238

SEN Governor – Mr J Poulton

Contact details: office@cirencesterkingshill.glos.sch.uk

Designated Safeguarding Lead - Mrs D Christopher

Contact details: dchristopher@cirencesterkingshill.glos.sch.uk

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

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

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Reviewed by Daniel Radbourne (Head of SEN/Special Educational Needs Co-ordinator)

(Date) November 2022

Adopted by Governors _____ (Sign)

(Date)
Review date November 2023