THE COTSWOLD SCHOOL – POLICY DOCUMENT

Policy: **Special Educational Needs, Disability and Inclusion Policy**
Policy Ref: **CSP18**
Version Number: **6.0**
Authorised by FGB **June 2018**
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Updated by: **Mrs J Carter, Mr C Edwards and Ms C Roffe**

This policy should be read in conjunction with the following closely linked policies:

- *Anti-bullying*
- *Pastoral Care*
- *SEND Information Report*
- *First Aid*
- *Child Protection and Safeguarding*
- *Attendance*
- *Teaching and Learning*
- *Equality and Diversity*
- *Supporting pupils with medical conditions*

Introduction

School Context

The Cotswold School is an outstanding, caring secondary school where we pursue and achieve academic excellence, celebrate success and constantly strive to improve. The school environment is positive, enthusiastic, supportive and purposeful and designed with one thing in mind: that our students fulfil their potential.

Inclusion Statement

The Cotswold School values the contribution that every child and young person can make and welcomes diversity of culture, religion and learning style. The school seeks to raise the achievement of all, remove barriers to learning and increase physical and curricular access for all. All children and young people with SEN and/or disability are valued, respected and equal members of the school. As such, provision for students with SEND is a matter for the school as a whole.

All teachers are teachers of students with SEND. However, we believe that pupils with special needs may, at times, require extra resources if they are to achieve their potential.

Definition

In accordance with the 'SEN and Disability Code of Practice' 0 - 25 years (2014) pupils have a learning difficulty if they –

- have significantly greater difficulty in learning than the majority of children of the same age

or

- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Objectives

This policy is in keeping with the school's aims, its teaching and learning policy and its focus on educational inclusion. The governing body and staff at the school will ensure that all pupils enjoy a broad, balanced and relevant curriculum which will be differentiated to meet individual needs. The objectives of the governing body in making provision for pupils with special educational needs are:

- To raise the aspirations and expectations for all pupils with SEN and/or disability
- To enable students with SEN and/or disability to maximise their achievements
- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all students, including those with SEND
- To ensure that all students with SEND are offered full access to a broad, balanced and relevant curriculum and the National Curriculum as appropriate
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- To ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed
- To develop and maintain partnership and high levels of engagement with parents
- To take the views and wishes of pupils into account
- To work within the guidance provided in the SEND Code of Practice 0 – 25 Years 2014
- To ensure successful transition for pupils with SEND
- To provide a SENCo who will work within the SEND Inclusion Policy
- To provide support and advice for all staff working with pupils with SEN and/or disability

Key People to Contact

SENCo	Mrs J Illingworth – National Award for SEN Co-ordination (jillingworth@thecotswoldschool.co.uk)
Deputy SENCo	Mrs C Thomas (cthomas@thecotswoldschool.co.uk)
Member of SLT	Mrs C Grover – Assistant Principal and Pastoral/Inclusion [From September 2018 Mr C Edwards – Vice Principal] (cgrover@thecotswoldschool.co.uk then cedwards@thecotswoldschool.co.uk)
Pupil Premium Funding	Mr C Edwards - Vice Principal (cedwards@thecotswoldschool.co.uk)
CIC Funding	Mr S Smith - Assistant Principal / Mrs C Grover - Assistant Principal (ssmith@thecotswoldschool.co.uk/ cgrover@thecotswoldschool.co.uk)
Governor for SEND, CIC & Safeguarding	Ms C Roffe The SEND Governor can be contacted via the Clerk to the Governors through the School Office or e-mail: governor@thecotswoldschool.co.uk
Education Welfare Officer (EWO)	Mrs F Peake (fpeake@thecotswoldschool.co.uk)
Designated Safeguarding Leads	Mrs C Grover - Assistant Principal, Mr S Smith - Assistant Principal, Mrs J Carter - Assistant Principal (cgrover@thecotswoldschool.co.uk ssmith@thecotswoldschool.co.uk jcarter@thecotswoldschool.co.uk)

Roles and Responsibilities

The SEND Department is overseen by the Principal and Governors.

There is one Governor with Special Needs responsibilities (Ms Catherine Roffe) who is responsible for:

- Making sure that the necessary support is in place for any child with SEN and/or disability who attends school
- Making regular visits to the school and observing pupils in lessons
- Liaising regularly with the Principal, the SENCo and the Learning Support Department

The SENCo, in collaboration with the Line Manager, SLT, Principal and Governing Body, plans the strategic development of the SEND and inclusion policy and its provision within the school.

The Line Manager for the department (until September 2018) is Mrs Chris Grover (Assistant Principal, Pastoral/Inclusion and Designate Safeguarding Lead) and from September is Mr Chris Edwards.

The SENCo is Mrs Jenny Illingworth.
The Inclusion Manager is Scott Powles.

The key responsibilities of the SENCo:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating in-class and additional provision for students with SEN and/or disability
- Liaising with and advising fellow teachers, including Heads of Year and Department, Literacy and Numeracy co-ordinators and pastoral colleagues
- Managing the SEND team of teaching assistants
- Overseeing the maintenance of records on students with SEND
- Liaising with parents of students with SEND
- Liaising with external agencies such as the Advisory Teaching Service, Educational Psychology Services, the Youth Support Service, CYPS (Children and Young People Service), health and social services and voluntary bodies
- Contributing to the in-service training of the staff and teaching assistants
- Assessment of learning difficulties and testing for exam access arrangements

The SENCo is supported by a team of staff, including a Deputy SENCo, an Inclusion Manager, the EWO and a team of Teaching Assistants (including two HTLAs) and some part-time administrative support.

Heads of departments are responsible for ensuring that the needs of pupils with SEND are met in their subject and are expected to fund resources for SEND from their own budget. Differentiation and provision for pupils with special educational needs are the responsibilities of all staff.

Class teachers play the key role in ensuring appropriate provision is made for pupils' learning needs in their subject areas. They aim to provide a range of teaching and learning experiences that are accessible to, and promote the learning of, all pupils.

Heads of Year and the learning support teams work closely together to co-ordinate specialist behavioural and pastoral provision for pupils on SEND support.

Admission Arrangements:

The Principal is responsible for the admission arrangements which accord with those laid down by the local education authority. The school acknowledges in full its responsibility to admit students with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEND. The Cotswold School provision is explained in The SEND Information Report available on the school website.

Facilities:

The Learning Support Department has a teaching room equipped with a data projector and screen. Laptops are used when computer access is required. There are two further rooms suitable for small group work in addition to an SEND office. There are ramps and handrails to help provide access to the ground floor of all buildings for those with mobility difficulties. Yellow markings have been added to steps to help individuals with a visual impairment. Lifts provide access to all floors. Lifts are located by the stairs up to History in the main block, by S1 and within the MFL, Maths and 6th Form/Geography blocks. There are seven disabled toilets located around the school site. The disabled toilets in the Sports Hall include a shower. There is also one Access Bathroom which is equipped with a hoist, changing mat and a Closmat toilet. There are Disabled Parking spaces at the front entrance, by the Sports Hall and by the new 6th Form block.

Allocation of Resources:

The school is allocated a specific sum each year for children with learning difficulties. The funds allocated are used to pay for teaching staff, teaching assistants and resources used for learning, including ICT. Pupils with special needs have access to the full range of the school's facilities. The school is also provided with top-up funding for pupils with an EHCP that outlines their high level of need.

Identification and Assessment:

The Cotswold School is committed to early identification of SEND. All students are monitored regularly to ensure they are successfully accessing the curriculum.

Students with special needs are initially identified through our induction programme.

The SENCo usually attends the annual reviews of pupils with a Statement or EHCP in Y5 and 6 prior to transfer from primary school and attends Advisory teaching service conferences to gather information from parents and primary school TAs about specific individual needs. Very often a specific transition programme is established, which involves additional visits by the SENCo to the primary school and extra visits by the pupil to The Cotswold School.

For other students, those with SEND are initially identified at transition. All feeder schools are visited by the Head of Year 7 or by one of the transition team to talk to new pupils and their teachers. At these visits information about students identified as having SEND is gathered. Areas of concern that may impact upon learning can include -

- Communication and Interaction
- Cognition and Learning
- Sensory and/or physical needs
- Social, Emotional and Mental Health Difficulties
- Medical concerns
- Ability to access exams

The views of parents regarding their child's needs are then sought by the SEND team. Individual meetings are held with parents to gain as clear a picture of the student as possible.

All Y6 pupils attend two induction days in July which are followed by a Parents Evening. Parents have the opportunity to share any concerns with the SENCo at this meeting.

Information gathered from primary school and parents is used to draw up a Pupil Profile which sets out clearly any learning needs that have been identified, suggests strategies for removing key barriers to learning and details any additional support as well as highlighting the pupil's strengths and interests. Targets for the student to work towards are agreed with the student and recorded on the pupil profile. Pupil profiles are shared with all staff and a copy is sent home.

As well as having access to individual Pupil Profiles, teachers are provided with teaching group confidential information documents at the start of each school year. Confidential Information documents list all the students in a teaching group who are on the SEND register with information about their learning needs and suggested strategies together with KS2 SATs results and other relevant data.

On entry in September all Y7 pupils take a reading and spelling test. This can help highlight any pupils whose special needs have not previously been recognised. Results are made available to

all staff in the Staff Shared Area. If a difficulty is suspected, parents are contacted to discuss and concerns raised.

All departments have a responsibility to identify and assess need within subject areas, so that consideration of students whose learning is a cause for concern is a standing item on departmental meeting agendas. Where a student has a significantly greater difficulty in learning than the majority of his/her peers, the SENCo should be informed so that this can be investigated further.

Students who join The Cotswold School during the course of the academic year may undergo some testing, particularly if insufficient information is available from their previous school.

Where a concern is raised, parents will be contacted and further assessments may be undertaken either within school or by contacting appropriate external agencies and support put in place if required.

Parents may also raise concerns about apparent learning difficulties by contacting the SENCo or Head of Year. There would then be further assessments undertaken and appropriate support put in place.

Provision

The Graduated Approach

The graduated approach is at the heart of our whole school practice, as we are continually assessing, planning, implementing and reviewing our approach to teaching all children.

We aim to support all our children with SEND to help them succeed. Support is provided on the basis of meeting individual needs. The school uses the three wave model of intervention.

Wave 1: Quality-first teaching for the whole class, where differentiation is embedded in teaching strategies, which take into account the learning needs of all pupils, to ensure pupil progress. Wave 1 runs through all three Waves.
The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation.
Some Y8 and 9 pupils in lower ability groups have additional literacy and numeracy, instead of studying a second modern language.

Wave 2: Some pupils may need additional intervention to accelerate their progress to enable them to work towards age-related expectations. This could include an in-class Teaching Assistant, small group or 1:1 intervention sessions in literacy/numeracy, involvement in a nurture/social skills group, access to ICT and specialist equipment and materials as necessary and study support. Individual Behaviour Plans/Pastoral support Plans may be set up in accordance with the school's Promoting Positive Behaviour Policy. It may also be appropriate to involve external agencies such as the Advisory Teaching Service.

Wave 3: This includes much more focused, targeted provision with one to one support. There would be more individualised programmes with tailored intervention necessary to accelerate progress to close the gap. External agencies e.g. Advisory Teaching Service, Educational Psychologist and Speech and Language Therapist would become involved for their expertise.

Some pupils with a Statement of Need/Education Health Care Plan have a home/school contact book to keep parents/carers informed on a daily basis. It is useful to check comments made by the Teaching Assistant and subject teacher. The parent/carer can respond to the comments as well as writing in their own questions/comments.

Homework support is offered in the department on a daily basis at lunchtimes.

It may be that a child needs some type of support in their GCSE examinations. Assessments are carried out in Year 9 and Access Arrangements, e.g. 25% extra time / a reader / a scribe are put in place.

If it is considered that a child would benefit from support, or from a change to the allocated support, the SENCO would consult the parent/carer to agree any adjustments, interventions planned support and outcomes.

Monitoring and evaluating the success of the education provided for students with SEND.

The progress of students with SEND is monitored and reviewed on a regular basis by form tutors, as the person who knows them best. Reviews usually coincide with Grade Card reports from school or Parents Evenings. Progress can then be compared across the curriculum. Form tutors meet with students and parents to discuss progress towards targets and the effectiveness of any provision. Data from SIMs and latest Grade Card information is used to inform the discussion. The SENCo is always available for further advice and guidance. Provision and targets are changed if appropriate with information on the Pupil Profile being updated as necessary. Updated profiles are shared with staff and parents.

In addition to the reviews outlined above, students who have a Statement of SEND or an EHCP have their progress and support reviewed annually and a report is provided for the local authority.

The school liaises with the Youth Support Service and other agencies to arrange Transition Plans for pupils with Statements / EHCPs in Year 9 onwards, and ensures that these plans are reviewed annually thereafter as part of the Annual Review process.

If, despite significant support and intervention at SEND Support, the school has evidence that a pupil is making insufficient progress we may seek further advice and support from outside professionals, such as the Advisory Teaching Service, Education Psychology Service, CYPS. These professionals are invited to contribute to the monitoring and review of progress. Pupils and parents are fully involved and kept informed about the involvement of external agencies and proposed interventions.

Where students are making expected levels of progress and are working well within the average range for their age and no longer need additional support/interventions outside the classroom, a decision may be made to remove the student from the SEND register and place them onto the Teacher Aware list for monitoring purposes. Parents are always fully involved in the decision-making progress.

When a pupil moves to another school, their records will be transferred to the next school within fifteen days of the pupil ceasing to be registered (as required under the Education Regulations 2000).

The school, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the governing body report annually to the parents

upon the quality of education provided for and the achievements of students with SEND. The school employs a series of methods to gather data for analysis including:

- Use of SIMS School Data Base to track progress of SEND pupils across the curriculum by Subject Leaders, HOY (Head of Year), Form Tutors and SLT (Senior Leadership Team)
- KS3 Teacher Assessment levels and GCSE Results Maintenance of assessment records (e.g. reading and spelling ages) that illustrate progress over time
- Learning walks and lesson observations
- Post-16 destinations of students with SEND
- Scrutiny of students' work by SLT, Subject Leaders, HOY and class teachers
- The views of parents and the students
- Regular monitoring by the SEND Governor
- Analysis of the attainment and achievement of different groups of students with SEND
- Meetings between SENCO and Subject Teachers, Subject Leaders, SLT, HOY and Teaching Assistants
- Weekly Pastoral reviews
- SEND Audit
- Department Development Plan

The school reports annually upon SEND, as appropriate, and identifies aspects for future development.

Access to the Curriculum

All students have the entitlement to a broad, balanced and relevant curriculum. Most students with SEND, with rare exceptions, are taught for all of the week with their peers in mainstream classes by subject teachers and study the curriculum appropriate for their age. All teaching and support staff are aware of The Cotswold School's Inclusion Statement and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the students' diverse learning needs
- Remove the barriers to learning and assessment

With advice from and support of the SENCO, teachers match the learning to the needs and abilities of the students. They use a range of strategies to develop the students' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable students with SEND to access the learning or the assessment processes.

Where withdrawal for 1:1 or small group teaching is necessary, a time is chosen which will cause the least disruption to the students' access to the Curriculum

Pupils with a physical disability have individualised care plans written in consultation with them and their parents as follows –

- Manual Handling and Risk Assessment
- Personal Care Plan
- Personal Emergency and Evacuation Plans (PEEP)
- Additional Risk assessments for school trips

Pupils who present with particularly challenging behaviour may have a Risk Assessment put in place, following consultation with parents/carers, so that all staff know how to prevent and, if necessary, manage those behaviours.

The school acknowledges that its practices make a difference. Because of this, the school and teachers regularly review issues related to students with SEND and classroom organisation,

teaching styles and methods, materials and tasks to determine how these could be improved. SEND training is provided regularly on whole Staff INSET Days.

Subject Leaders are able to discuss SEND issues at monthly Subject Leaders meetings. Learning Support is a feature of departmental agendas.

Learning Support staff meet formally for a weekly briefing.

Pastoral staff review all pupils, including those with SEND, on a weekly basis and meet weekly with SLT to discuss concerns and interventions.

Access to the Wider Curriculum

In addition to the statutory curriculum, the school provides a wide range of additional activities. These include

- Sports activities and teams
- School productions and theatre trips
- Choir, orchestra and instrument lessons
- Field trips to enhance learning
- Foreign exchange and cultural visits
- Enrichment activities at the end of the school year

Students with SEND are actively encouraged and supported to join in and benefit from these activities. The participation of students with SEND in these activities is monitored carefully.

Staff strive to ensure equal access to these activities for all pupils, including making reasonable adjustments for those with physical disabilities. The school has a modified minibus to transport wheelchair users.

An updated list of extra-curricular activities is published once a term to all students.

Arrangements for In-Service Training:

All staff, including Teaching Assistants, have access to training, either in-school or by attending courses provided by a range of external agencies. They are also able to visit other schools and alternative curriculum providers.

Links with Other Schools, Teachers and Facilities:

External support services play an important role in helping the school identify, assess, make provision for and review the progress of student with SEND. The SEND Code of Practice (2014) emphasises the importance of multiagency working.

- The school receives students from approximately thirty feeder primary schools
- Close contacts are made with all feeder primary schools by Head of Year 7 and the SENCO
- The Educational Psychologist and Advisory Teachers are referred to work with, assess and give advice about meeting the needs of students with SEND.
- Close involvement with SENSS (Special Educational Needs Specialist Service) takes place in the monitoring of those students with an **Education, Health & Care Plan.**

- Links are forged with Social Services, CYPS and organisations concerned with the welfare of young people. A multi-agency approach is taken.

- The school has an EWO who works closely with pastoral staff to maintain high attendance levels.

- The school has links with post-16 providers. Representatives are asked to attend annual reviews when appropriate. Visits are arranged and students accompanied if necessary.

The Role Played by Parents of Students with SEND

In accordance with the SEND Code of Practice we seek to work closely with parents at all times, to listen to what they have to tell us and to work together to achieve positive outcomes for children academically and socially. The school provides user-friendly information for parents and strives to ensure that they understand the procedures and are aware of how to access advice. Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEND framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision

Contact with parents is maintained at all stages of the student's progress through the school, e.g.

- At the Primary/Secondary Transition
- At the termly review meetings
- When special education needs are identified through assessment
- When external services are involved
- Parents are welcomed to contact the school to discuss any concerns
- Parents evenings are held to inform and support parents of students with SEND

Arrangements for Dealing with Complaints from Parents

Any complaint relating to the provision for SEND at The Cotswold School should initially be referred to the Principal, who will raise them with the relevant group of the school's Governing Body. The SEND Governor takes responsibility for conveying SEND issues to the Governing Body.

SENDIASS – Special Educational Needs and Disability Information, Advice and Support Service (formerly Parents in Partnership)

This service is able to provide advice and support for parents of students at any stage of the decision-making in relation to the education of their children with SEN.

SENDIASS Gloucestershire
Messenger House – 2nd Floor
35 St Michael's Square
Gloucester
GL1 1HX

www.sendiassglos.org.uk

Email: sendiass@carersgloucestershire.org.uk

Freephone 0800 1583603 (mobile users may be charged)
Direct lines 01452 389344/389345

A mediation service is also provided.

Further information for parents is available through Gloucestershire's local offer at:

www.gloucestershire.gov.uk/localoffer

This policy is written and administered with due regard to our duty and commitment as a school: to consider all aspects of equality and diversity.

Ratified by Governors
and signed as such by The Chair of Governors (18 – 06 – 2018)