

**Policy:** Special Educational Needs  
and Disabilities Policy

**Approval:** Board of Trustees

**Date:** 5 November 2020



**CHELTENHAM  
BOURNSIDE  
SCHOOL**

**Policies**

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## 1. Aims

### Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

At Cheltenham Bournside School all pupils are valued, respected and equal members, regardless of ability, needs and behaviour. The school seeks to raise achievement, aspiration, remove barriers to learning, and to enable physical and curricular access for all. All teachers are teachers of pupils with SEND, and all pupils are entitled to a broad, balanced and enriching curriculum, which is adapted as appropriate to meet individual needs. However, we believe that pupils with SEND may, at times, require additional support and intervention if they are to achieve their potential.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

This policy also complies with our funding agreement and articles of association.

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO (Strategic) is Sally Lees, Assistant Headteacher.

The SENCO (Operations) is Ellen Ashford-Keheller.

They will:

- Work with the Headteacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date.

#### **The SEN governor will:**

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

#### **4.2 The headteacher will:**

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

#### **4.3 Each class teacher is responsible for:**

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy.

## **5. SEN information report**

### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) and mental health condition such as anxiety and depression
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

- Multiple learning difficulties.

## **5.2 Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. In addition, school gathers information in the following ways:

- Year 6 to Year 7 transition information from primary school Special Educational Needs Coordinators (SENCOs), and Year 6 teachers
- Any pupil starting KS3 in Year 7 not meeting expected progress
- Any pupil arriving at school during the school year will be screened using a reading, comprehension and spelling test (for literacy)
- At the start of each academic year, pupils in Years 7, 8 and 9 take the National Group Reading Test – the results of which enable us to keep track of pupils' reading progress
- Pupils in Year 7 and new school admissions, when identified as SEN Support will also complete assessments in spelling, handwriting and an additional reading assessment (Access for Reading)
- Reports during the school year where additional support is deemed necessary beyond the intervention that departments put in place – the progress of students with SEND is monitored at reporting windows
- Pupils not making the expected levels of progress in English and Maths at the end of each academic year
- Input from teaching staff and support staff with regards to specific pupils they may be working with.

### **Class teachers will make regular assessments of progress for all pupils and identify those whose progress:**

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## **5.3 Consulting and involving pupils and parents**

At all stages we will aim to work together to support pupils identified with SEND. Parent/carer views will be sought when planning support. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents. If a student is identified as having a SEND need they will be included on our SEND register and the school will formally notify parents when it is decided that a pupil will receive SEN support.

### **What are the first steps we will take if special educational needs are identified?**

We carry out a full assessment including previous history to ensure that we have a full picture of your child. At every stage we work alongside the child and their parents/carers to discuss appropriate provision to support the child's progress. Key information and any associated plans are shared by the SEND team and the Support Department. It is shared with all teaching staff when a child arrives in the school via ClassCharts which is used by all teachers. It is updated as a child progress through the school.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. We take the opportunity at the key identification points to review the progress of identified students with SEND and adjust support according to need. Pupils who have EHC plans have the progress and support outlined in their statements reviewed at least twice a year and a report is provided for the Local Authority annually.

The SENCo (Operations) and SEND Lead Practitioner are responsible for organising reviews of EHC plans. All parents/carers of pupils with EHC plans are invited to attend reviews of their child's provision and progress at specific review meetings. Parents of children who are on the SEND register requiring SEND support will have the opportunity for specific SEND discussions at the relevant school Parent/Teacher Consultation Evening and reports will be communicated to them throughout the year. As a pupil progresses through each Key Stage we encourage greater independence.

**SEND Support** – Your child will receive additional intervention to support them to achieve their expected levels e.g. literacy intervention. In specific cases your child may have an outside agency team working with them. This may be for academic or behavioural reasons e.g. Targeted Youth Worker, Social Worker, School Nurse, Counsellor, Speech and Language Therapist, Educational Psychologist.

**Education Health Care plan (EHC)** – Your child has been identified as having needs that require extra support to access the curriculum and who are in receipt of higher needs funding. This may include additional adult support in the classroom or personalised support beyond the classroom to ensure your child is supported to make the expected progress and

to give them the equal opportunities to access a broad and balanced curriculum and life opportunities.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

#### **Transfer from Year 6 into Year 7**

As part of the primary transfer process we visit all of our feeder primary schools to speak to pupils, SENCOs and Year 6 teachers. Members of the SEND Support Team including the Safeguarding and Welfare Officer for Year 6, will make specific visits to discuss all necessary information about pupils transferring with additional needs. This may be to identify pupils with additional educational needs, those with EHC plans, social or behavioural difficulties, child protection plans etc. They may communicate with parents or the pupils directly to find out more information following these visits.

Our transition programme for the majority of pupils involves spending two days with us in July – Primary Liaison Days. However, we do arrange additional visits for any child who may find the transition from primary school to secondary school difficult and for those who may be the only child transferring from the primary school. The pupils have a chance to meet key members of staff and get to know their way around the school.

#### **Transfer from Year 11 into Sixth Form**

As part of the transfer process we discuss choices with all Sixth Form applicants. Places are offered in line with our Sixth Form Admissions Policy. Our transition programme for the majority of pupils involves spending a day with us in June, where pupils have a chance to meet key members of staff, get to know their way around the school, and go to introductory A level lessons.

A Special Consideration Form is provided for all pupils at enrolment into Year 12. Your child may be entitled to special arrangements in exams which could include support with reading, writing or receiving extra time to complete exams. There are strict criteria for this arrangement, and these are assessed by the SEND Lead Practitioner. Pupils identified for in-year support will be assigned a member of the Learning Support department who will act as a mentor, to support them with their organisational skills and study habits.

### **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Cheltenham Bournside School is a fully inclusive school. We believe that all students make good progress through high quality teaching, which has been carefully differentiated to the needs of individual students.

Our learning environments are fully inclusive to meet the needs of our students. All classrooms are accessible and specialist furniture and resources are provided when required. We have a specific SEND Support Hub, teaching room and small meeting rooms for the school nurse and visiting counsellors. We encourage the use of new technology to support learning for all pupils and where possible, we provide assistive technology for pupils as advised through the Education Health Care plan (EHC) or on the advice of external professionals we work with. The Learning Centre is purposefully designed around supporting SEND pupils in a mainstream environment.

As a school we continually strive for excellence within our classrooms and learning environments. Our extensive Continuous Professional Development programme (CPD) for teaching staff and teaching assistants addresses current need and areas for development.

Senior and middle leaders responsible for SEND attend relevant courses and networking sessions to ensure the needs of our pupils are supported appropriately. This is disseminated throughout the teaching body.

We offer a broad and balanced curriculum for all of our pupils. In Year 9, we provide personalised advice and guidance for pupils when choosing their KS4 options and pathway. This provision is accessible to all pupils throughout their time at Cheltenham Bournside through a dedicated Work and Careers resourced area supported by specifically trained staff.

To support access to the curriculum and the progress of pupils with SEND, we have a team of teaching assistants. Teaching assistants support pupils across the spectrum of needs including communication and interaction; cognition and learning; emotional and social difficulties; physical and/or sensory needs, as well as pupils with specific identified health needs. This team is led by our SEND Lead Practitioner.

We have a comprehensive matrix of provision to support pupils identified with SEND. Pupils are targeted according to need which is either identified through their EHC, their My Plan (Gloucestershire Graduated Pathway) or through our internal information shared via ClassCharts.

Literacy and numeracy are at the centre of our provision of additional need and support. The impact and progress is monitored through regular assessment. Pupils with significant difficulties in this area receive targeted small group intervention over a 6-8 week cycle. Pupils with identified specific difficulties with basic numeracy skills may receive intensive 1:1 and/or small group intervention with our teaching assistants.

As a school we work in close collaboration with a wide variety of external agencies and follow their advice to ensure our pupils are able to access all areas of our curriculum and make progress. For children without an EHC plan we endeavour, having identified a specific need, to make appropriate personalised provision as long as in doing so we do not compromise the educational provision for other children in our care. We work in close collaboration with external agencies to follow the advice within the EHC plan.

All support and interventions are regularly reviewed to ensure they are facilitating progress across the curriculum and preparing our students for post 16 education and adult life. We offer a broad and balanced curriculum which is detailed on our website. We also offer a Foundation learning option at KS4 to support learning at GCSE and the wider key skills required for post-16 education.

**We will also provide the following interventions:**

- access to after school and before school extra-curricular activities
- quality careers advice, enterprise and team building days
- Homework club
- Learning Centre
- Upper Ability opportunities
- Literacy and numeracy intervention – intervention classes, 1:1 support, Year 7 literacy, small class teaching
- Spellzone
- SEAL support – work on a 1:1 or small group basis looking at Social Emotional Aspects of Learning
- Nurture group
- Speech and language development
- Level-Up Club – a lunchtime provision supported by a teaching assistant

- Peer mentoring
- Counselling
- EAL support
- Work experience placements
- External agency involvement including Targeted Support Team and Youth Support teams – girls and boys groups.
- Environmental club
- Construction Club (Lego therapy)
- School dog.

### **5.7 Adaptations to the curriculum and learning environment**

The Support Hub has areas of specialist provision including a teaching room (with ICT), Student Hub room (safeguarding, social, emotional and mental health support), a large open plan intervention teaching space, a whole school intervention support room, and small counselling rooms (for visiting school nurse and counsellors). All facilities are supported by appropriate ICT resources.

There are ramps and handrails to help provide access to the ground floor of all buildings for those with mobility difficulties, and lifts to provide access to the first floors of buildings. There are also disabled toilet facilities on the ground floor in the majority of our buildings. In addition to the statutory curriculum, we provide a range of extra-curricular activities:

- Sports activities and teams
- Choir, orchestra and instrument lessons
- School productions and theatre trips
- Field trips to enhance learning
- Foreign exchange and cultural visits
- Science, Art, ICT, Environmental clubs
- Anti-bullying ambassadors
- School Parliament.

Staff strive to ensure equal access to these activities for all pupils, including making reasonable adjustments for those with physical disabilities. The Learning Centre is available for all pupils every day (before school, lunchtime, after school) to work in, and is supported by a member of staff. A targeted Homework Club runs for invited pupils and is supported by a teaching assistant.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Any significant adaptations required to support learning and a child's needs is documented within the school's Accessibility plan.

### **5.8 Additional support for learning**

Additional support may be delivered by any member of the team and they will be identified by the SENCo (operations) and SEND Lead Practitioner according to the identified need and the staff member's relevant training and experience. This may be in a 1:1 situation, small

group or in-class support. We work with the following agencies to provide support for pupils with SEN:

- Advisory teaching service (ATS)
- Educational Psychologist (EP)
- CAHMS
- Police
- Social Care (Early Help, Families First)
- Youth Support team (YST)
- Inclusion Team (LA)
- Young Minds Matter (Mental Health National trailblazer)
- South Gloucestershire Counselling Service
- Teens in Crisis
- STREET.

### **5.9 Expertise and training of staff**

Our SENCO (Strategic) has 5 years' experience in this role and has worked as the school's SENCo since September 2015. Our SENCo (Operations) has 2 years' experience in role. Both have the NASENCo qualification. The SENCo (Operations) is a qualified teacher, who has a non-teaching role to manage SEN provision on a daily basis. Our SEND Lead Practitioner is qualified to assess for Access Arrangements and is a qualified HLTA. She is supported by another Teaching assistant who has qualified to assess Access arrangements.

We have a team of 9 teaching assistants. We have 3 specialist Safeguarding and Welfare officers. We use internal specialist staff for Construction Club (Lego Therapy) and external mental health practitioners for Young Mind Matters mental health provision and specialised counsellors.

### **5.10 Equipment and facilities**

The Support Department has an area of specialist provision. This includes

- Student Support Hub (with ICT) focusing on aspects of wellbeing, social, emotional and mental health
- Safeguarding office
- Large meeting room for multi-agency meetings
- Small counselling rooms
- Intervention teaching room for small teaching groups focusing on specific interventions.

There are ramps and handrails to help provide access to the ground floor of all buildings for those with mobility difficulties. There are lifts to provide access to the first floors of buildings. There are toilet facilities for disabled people on the ground floor in the majority of buildings. The department invests in specialist equipment required to support learning.

### **5.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil voice
- Monitoring by the SENCO (operations)
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans.

### **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. In addition to the statutory curriculum, we provide a range of extra-curricular activities:

- Sports activities and teams
- Choir, orchestra and instrument lessons
- School productions and theatre trips
- Field trips to enhance learning
- Foreign exchange and cultural visits
- Science, Art, ICT, Environmental clubs
- Anti-bullying ambassadors
- School Parliament.

All pupils are encouraged and supported to partake in our residential trip(s).

All pupils are encouraged and supported to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Staff strive to ensure equal access to these activities for all students, including making reasonable adjustments for those with physical disabilities. The Learning Centre is available for all pupils every day (before school, lunchtime, after school) to work in, and is supported by a member of staff. A targeted Homework Club runs for invited pupils and is supported by a teaching assistant.

### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school parliament
- Pupils with SEN are also encouraged to be part of appropriate interventions such as construction club to promote teamwork/building friendships etc.
- Students can access the Support Hub for structured social time support
- Students can work with the school dog for emotional support.

The school is part of the Trailblazer project – Young Mind Matter which is supporting Mental Health. The school has a dedicated Safeguarding and Welfare team and a Pastoral Intervention Team supporting varying needs across all waves of provision. We have a zero-tolerance approach to bullying.

### **5.14 Working with other agencies**

We work with the Local Advisory Service for SEND and with other support services according to the needs of our students. Our Support Hub Team work with a wide variety of external agencies including Teens in Crisis, ASTRA, PCSOs, and South Gloucestershire Counselling Service. In school we provide groups focusing on social skills, a peer mentoring scheme for identified students, SEAL sessions and a level-up club and environmental club focusing on social interaction and communication skills. We work closely with Youth Support teams and the police which allows us to run specialist sessions on high risk behaviours and keeping our students safe.

### **5.15 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENCo (Strategic) in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

### **5.16 Contact details of support services for parents of pupils with SEN**

SENDIASS Gloucestershire provides information, advice and support on matters relating to children and young people with special educational needs and disabilities (SEND). The service is offered to parents and carers of children and young people aged between 0 and 25 years old. Young people aged 16 - 25 can also contact the service directly. [SENDIASS Gloucestershire](#) provides free, confidential and impartial advice to parents and young people between the ages of 16 and 25. They can help parents play an active and informed role in their child/young person's education.

### **5.17 Contact details for raising concerns**

Sally Lees, Assistant Headteacher/DSL/SENCo (Strategic) 01242 235555 ext: 425  
[Sal@bournside.gloucs.sch.uk](mailto:Sal@bournside.gloucs.sch.uk).

### **5.18 The local authority local offer**

Our Local Offer, which can be found on the school website, is information for parents/carers of children who have SEND identified through an EHC plan/Statement of SEND and all those who support children with SEND.

Outlined in our Local Offer:

- Special Educational Needs and Disabilities identification
- What I can expect if my child joins Cheltenham Bournside School
- The range of intervention/support we may provide for our students.

Our local authority's local offer is published here:

<https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=26>.

## **6. Monitoring arrangements**

This policy and information report will be reviewed **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to our policies on:

- [Accessibility Plan](#)
- [Behaviour Policy](#)
- [Equality and Diversity Policy](#)
- [Supporting Students with Medical Conditions](#)
- [Child Protection and Safeguarding Policy](#)
- Children with health needs who cannot attend school.