



**THE CHERWELL SCHOOL**  
OPPORTUNITY, RESPONSIBILITY, EXCELLENCE

# **SPECIAL EDUCATIONAL NEEDS and DISABILITIES (SEND) POLICY**

Person responsible for policy: Assistant Headteacher (Inclusion)

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Governor Committee: SIC

## THE CHERWELL SCHOOL

### SPECIAL EDUCATIONAL NEEDS and DISABILITIES (SEND) POLICY

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#### 1. INTRODUCTION

This document sets out the policy for supporting students with SEND at The Cherwell School. It includes information on ways that we will identify, support, and monitor students with SEND. The policy shows how the school aims to comply with the SEN Code of Practice 2015, the Equalities Act (2010) and the Children and Families Act (2014). The school's special educational needs co-ordinator (SENCO) is responsible for implementing the policy, and it has been approved by the school governors.

#### 2. PRINCIPLES

We are dedicated as a school to ensuring that all students participate as fully as they are able in all areas of school life, and enjoy a stimulating, safe and educationally challenging environment.

We are committed to:

- Ensuring that all students realise their potential, through a broad and balanced curriculum that provides equality of opportunity and enables high achievement for all students regardless of specific need or academic ability.
- Ensuring that all students with special educational needs and/or disabilities are identified, assessed and adequately supported.

We aim to ensure that:

- The Cherwell School's statutory duties are met for students with Statements or Education Health and Care Plans (EHCPs)
- Every child achieves his or her potential regardless of special educational needs and/or disabilities
- Students are enabled to become independent, resourceful and resilient learners
- There is ongoing communication with parents about their child's progress, support and changing needs
- The views of the individual student are considered when determining the nature of provision made
- Parents are fully included in reviewing and supporting their child's educational progress
- Students are offered full access to a broad, balanced and relevant education, including an appropriate curriculum
- Teachers and teaching assistants receive adequate training and information to enable them to support the learning of the students in their classes
- The SEN Code of Practice is given due regard and is cross referenced against the government's guidance on inclusion and The Disability Rights Code of Practice for Schools.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

<http://www.education.gov.uk/aboutdfe/statutory/g00213163/inclusive-schooling-children-sen>

### **3. DEFINITIONS OF SPECIAL EDUCATIONAL NEEDS:**

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them, i.e. provision different from or additional to that normally available to pupils of the same age (SEND Code of Practice 2015).

Children have a learning difficulty if they:

- have a 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 children of the same age in schools within the area of the local authority.

Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **3. SPECIAL EDUCATIONAL NEEDS PROVISION AT THE CHERWELL SCHOOL**

#### **3.1. SEND COORDINATION**

The Assistant Headteacher (Inclusion)/SENCO has oversight of the SEND practice at The Cherwell School and line manages the Deputy SENCO, the SEND Officer, Exam Access Coordinator and the Inclusion Base Leader. Responsibilities include:

- overseeing the day-to-day operation of the school's SEND policy
- liaising with and advising fellow teachers
- managing the SEND team including teaching assistants (TAs), higher level teaching assistants (HLTAs), administration staff and the specialist SEND teacher
- coordinating provision for students with special educational needs
- overseeing the records on all students with special educational needs
- liaising with parents of students with special educational needs
- liaising with external agencies including the Local Authority's support and educational psychology services, health and social services and voluntary bodies
- ensuring the school complies with JCQ regulations for exam access arrangements
- coordination of the faculty TAs.

#### **3.2. RESOURCE BASES**

The Cherwell School has one Communication and Interaction Resource Base (CIRB) on each site providing additional support for students primarily with Autistic Spectrum Condition (ASC). In addition, there is one Hearing Impaired (HI) resource base on each site available for students with profound hearing impairments.

These specialist facilities enable students with significant specific types of SEND to access The Cherwell School mainstream experience whilst providing personalised, specialist support.

Admission to these bases is made via the Local Authority SEN department . All students in the resource bases have a statement of educational need or EHCP.

#### **3.3. SUPPORT**

The SEND team have a dedicated classroom for '7 Stars', a learning support classroom on north site and an inclusion base. The following activities take place in these settings:

- Teaching of the '7 stars' group. This group is designed to enable students with significantly delayed literacy and complex needs to make accelerated progress in year 7 and help them to access the literacy required for mainstream lessons. The group is taught by a specialist SEND teacher supported by a TA where necessary.
- 1:1 and small group support, for example to help with completing assessments
- Break time and lunchtime club (north site and south site)
- Social and emotional support for students experiencing emotional, mental health or behavioural difficulties
- Literacy and maths interventions
- Faculty-led interventions, e.g extra maths and English at KS4 for those only taking 3 option subjects
- Revision advice and guidance after school in KS4.

The SEND team also have laptop computers available to lend to students for use in classrooms.

We have a team of teaching assistants (TAs) who support students with the highest levels of need to access the curriculum. The TAs will work with groups of students within the class, always aiming to ensure the students are working as independently as possible.

Some students are allocated a keyworker to further support them with their wider needs.

#### **4. IDENTIFICATION AND REVIEW OF STUDENTS' NEEDS**

Students' needs are moderated using the OCC SEN Guidance:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationSecondarySchoolsGuidance.pdf>

Using this moderation tool, students are placed on the SEND register in category 'K' (school support). All students with an EHCP will be registered as category 'E'. Some students might still be registered as having a 'statement of special educational needs' (category 'S') under the old Code of Practice although these are gradually being transferred to EHCPs.

##### **School Support**

All students identified as 'School Support' will have a student profile written to ensure all adults working with the student are aware of their needs and strategies to support them in class. The learning needs of these students are met by the classroom teacher, who follows the advice given on the student profile. Additional support may be given outside the classroom and students' progress is monitored at progress review points and during the annual SEND review meeting. Further meetings occur at PCE and Information evenings, where the SEN team is always present.

##### **EHCP**

All students with an EHCP will have a student profile written to ensure all adults working with the student are aware of their needs and strategies to support them in class. It is also likely that additional support from external agencies will be given outside the classroom to ensure their needs are met. These interventions are monitored at annual review meetings. At annual review meetings, the views of

parents and students are sought, the student's academic progress is discussed, and further steps to help their development are agreed. Details of the student's provision and any intervention they have received, and its impact are also provided. Progress against the objectives in the student's statement/EHCP is evaluated, and agreed adjustments are recommended to the relevant Local Authority.

#### Year 7 students

Students coming into year 7 with SEND are initially identified by the SEND Officer during the transfer process from primary schools. Transition work for students with complex SEND will include extra transition visits to The Cherwell School in terms 5 and 6, representation from The Cherwell School at year 6 annual review meetings where requested and additional meetings with the SEND team as necessary.

Students in years 7 – 13 are identified by:

- Computer-based testing to assess reading ability
- Referrals from year teams
- Referrals from teachers
- Assessment and progress data
- Concerns raised by parents.

The SEND Officer meets regularly with year teams and other colleagues to review the provision and support being offered to individual students. Further opportunities to meet the SEND team include the parents' consultation evening (PCE) and tutor consultation evening. In addition, parents are encouraged to contact the SEND team at any time if they have concerns or questions.

### **5. EXTERNAL ADVISORY SERVICES**

We have close partnerships with external advisors to support the school in meeting the needs of individuals. Referrals to these services are made via the SEND Officer, supported by parents. These agencies include:

- SENSS Advisory teacher – termly meeting with the SEND Officer to monitor student progress
- Educational Psychologist – termly meeting with SEND Officer
- Speech and Language therapist – annual meeting with SEND Officer
- Counselling service – referrals are made in school via year teams
- School Nurse – referrals are made in school via year teams
- Physical Disability Advisory teacher – 1:1 support with identified students
- ICT SENSS support team – referrals made via SEND Officer.

Once referrals have been made, students and parents will be informed of any follow-up work or recommendations made to improve support. Support is then monitored and reviewed at SEND review meetings.

### **6. CURRICULUM ARRANGEMENTS**

All students with SEND are taught almost without exception in mainstream classes and are sometimes supported by a teaching assistant (TA) where necessary to support learning and enable access to the

curriculum. Our aim is to encourage students to be as independent as possible, to build skills they will need in later life.

Students with SEND sometimes take part in short-term interventions led by an SEND teacher or TA. Parents will be informed when an intervention takes place. Literacy and/or numeracy skills and achievement may be addressed by appropriate, personalised programmes designed by the SEND teacher/ SENCO. Other interventions include emotional literacy work and social communication practice.

All SEND students take part in The Cherwell School's standard curriculum.

## **7. STAFF TRAINING**

Classroom teachers are dedicated to ensuring that all students' needs are met in their lessons and relevant training is provided both by faculties and collectively. Please see the school's Teaching and Learning Policy for further details.

Training will be delivered to teachers and TAs in response to individual student needs.

Training in other areas of SEND is delivered at staff meetings and briefings where relevant teachers and TAs obtain in-depth knowledge of individual students.

## **8. THE ROLE OF PARENTS**

Cherwell School endeavours to build positive relationships with the parents of all students.

Parents are encouraged to support their child's progress by:

- attending parents' consultation evenings and information evenings
- using the progress review (PR) reports, which are issued five times a year, to monitor their child's progress and attitude to learning
- attending meetings organised by the school to support individual progress
- talking to their child about what they are learning
- encouraging their child to complete 30 minutes' reading each day
- contacting the school either via the student's year team or the SEND team if they have any concerns.

### **Contact details**

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