

SEND Policy

Carry each other's burdens, and in this way you will fulfill the law of Christ. Galatians 6:2

Derby Cathedral School is a Christian community that welcomes students, families and visitors of all faiths and none. The diversity and richness of such a family brings depth and vibrancy to our core.

Students at Derby Cathedral School are given every opportunity and challenged to be the best that they can be, demonstrating FAITH in all they do.

- **Fellowship** - Collaborating with others, we treat everyone with respect, dignity and kindness.
- **Aspiration** - We are ready to learn and grow, striving to be the best that we can be in every aspect of our lives.
- **Integrity** – We demonstrate fairness, equality and honesty.
- **Tenacity** – We are determined and resilient when faced with challenges.
- **Humility** - We are gracious, calm and understand the importance of forgiveness.

All students will be well prepared for their next step in future education, training and employment. They will be happy, healthy, confident, life-long learners who 'experience life in all its fullness' (John 10:10)

Policy Status	Date	Review Date
Approved by LAC	2 October 2024	September 2025
Reviewed by SLT	September 2024	September 2025

Absences

In the event of any absence DCS has made provision for remote learning activities via Microsoft Teams. All students have remote access to this package and have received instruction on how to access work.

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Preface

The number of pupils with SEND has increased across all school types Data taken from Department for education:

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

Overall proportion of pupils with SEN

Of all pupils in England in June 2024:

- 13.6% had special educational needs (SEN) support, but didn't have an education, health and care (EHC) plan (up from 13.0% in 2023)
- 4.8% had an EHC plan (up from 4.3% in 2023)

Secondary school pupils with SEN

At state-funded secondary schools (including academies) in June 2024:

- 13.6% of pupils were classed as having SEN, but didn't have an EHC plan
- 4.8% of pupils had an EHC plan

Types of need (state-funded secondary schools)

SEMH (social, Emotional Mental Health) is the most common primary type of need for those with SEN support, applying to 40,385 pupils (1.1%).

SEMH is the most common primary type of need for pupils with an EHC plan, applying to 5,542 pupils (5.6%).

1. Aims

This SEND policy and information report aims to:

- Ensure that the Derby Cathedral School fulfils all the aims and outcomes of “Help Every Child Achieve More”, the replacement for the “Every Child Matters” agenda
- Set out how the DCS 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 SEND
- Detail how SEND students are given full access to the curriculum and our accommodation and provision are Disability Discrimination Act compliant.
- Support the school's Accessibility plan.
- Support the aims and practices of an inclusive school
- Support all children to reach their potential
- Detail how SEND will be identified and managed by the school
- Detail how the school will engage parents, carers, students and external bodies in securing the best provision for students recognised as SEND.

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 coordinators (SENCOs) and the SEN information report
- This policy also complies with our funding agreement and articles of association.

3. Definitions

According to the Children and Families Act (2014) "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 most 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 Special Educational Needs and Disabilities Coordinator

The SENDCo is Miss Sarah Oakes

They will:

- Work with the Headteacher and Local Academy Committee (LAC) Link for SEND to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND 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 Local Academy Committee (LAC) to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date.

4.2 The Local Academy Committee (LAC) Link for SEND is Rachel Blurton

The LAC Link for SEND will:

- Help to raise awareness of SEND issues at LAC meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the LAC on this
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

4.3 The Headteacher is Mrs. Jenny Brown

The Headteacher will:

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

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class and therefore ensuring work is appropriate, accessible and challenging
- 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 SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy.

5. SEND information report.

This is displayed on our website

The kinds of SEND that are provided for:

DCS caters for SEND students from across the spectrum of Educational Special Needs.

These are broadly described by the SEN Code of Practice January 2015 as being:

- 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)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEND and assessing their needs:

Using a graduated response and information from feeder schools including each student's current levels of attainment on entry, will determine entry on the Derby Cathedral School's SEND register. Class teachers will make reasonable adjustments to accommodate students learning and differentiate accordingly with regular assessments of progress for all students. This will allow them to 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.

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 student 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. If you think that your child may have special educational needs or are concerned about your child's progress, then you should speak to your child's tutor and teachers on progress evenings in the first instance. If you continue to be concerned you may contact the school's SENCO (Special Educational Needs Co-Ordinator).

If you think that your child may have special educational needs or are concerned about your child's progress, then you contact the school's SENCO (Special Educational Needs Co-Ordinator).

SEND Coordination Meeting

This happens once every four weeks between the SENDCo and the SLT link for SEND and Inclusion. Its focus is to identify certain categories of students, including Looked After Children, Traveller's children and those with EHCP/Statement. It is at this meeting that any concerns regarding pupils are raised, and a course of action decided as part of our 'Assess, Plan, Do, Review Cycle'. Where necessary, the Educational Psychologist may be contacted to support this process.

Consulting and involving pupils and parents/ carers:

We will have an early discussion with the students 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 consider 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 BROMCOM and shared with the parents/ carers.

We will formally notify parents/ carers when it is decided that a pupil will receive SEN support.

Every student on the SEND register is allocated a 'Key Worker'. The key workers will make regular contact with parents and students to improve communication and information sharing.

Assessing and reviewing students' progress towards outcomes:

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The SENCO will carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or 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 student'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 student 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 student's progress.

Supporting students moving between phases and preparing for adulthood:

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

The school will operate a full transition program for those students moving from Key Stage 2 and if appropriate this can be tailored for SEND students i.e. an individual visit or an accompanied visit.

Our approach to teaching students with SEND:

Derby Cathedral School uses 7 teaching essentials to support quality first teaching and meet the needs of all students. These 7 teaching essentials ensure that students with special educational needs are met in the classroom. The classroom teacher is responsible for applying these 7 teaching essentials and making reasonable adjustments to lessons to meet the needs of all students. A nurture provision is also provided to support students with SEND to develop the vital skills in English to support them access the curriculum in the classroom. Students with an EHCP will be allocated additional support via a teaching assistant.

Adaptations to the curriculum and learning environment:

When necessary, we make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, teaching style, lesson content, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, larger font, etc.
- Differentiating our teaching using the 7 teaching essentials.

Expertise and training of staff

Our SENCO is currently working towards completing the National award for SEN Co-ordination. Our SENDCO has 11 years' experience in teaching and pastoral support.

They are allocated **19** hours a week to manage SEN provision.

We have a team of 6 teaching assistants, including 1 higher level teaching assistants (HLTAs)

Since opening, staff training has been organised by the SENDCO to meet the needs of students with specific difficulties. Further CPD for SEND is delivered at regular intervals throughout the school year.

Where required, we use specially trained staff for students who need specific support like toileting, moving and handling, physiotherapy and medicine administration.

Securing equipment and facilities:

Specialist equipment, such as tracking hoists, rise and fall tables, mobile ramps and adapted workstations can be purchased and installed to meet the needs of students as required. Staff will be given appropriate training in their use.

Evaluating the effectiveness of SEND provision:

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

- Reviewing students' individual progress towards their goals each term
- Timely reviewing the impact of interventions
- Using student questionnaires
- Using parent questionnaires
- Monitoring by the SENCO/ SLT link

- Using BROMCOM to measure progress
- Holding annual reviews for students with EHC plans
- External reviews

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND:

All our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged 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.

Support for improving emotional and social development:

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

- Students with SEN are encouraged to be part of the school council
- Students with SEN have access to a training ELSA counsellor
- All students, including those with SEND need have an extended pastoral team including a head of year and a year lead to provide extended opportunities to receive one-to-one advice and support
- Students with SEN are also encouraged to be part of the lunchtime nurture group to promote teamwork/building friendships.
- In addition to current intervention, specialist support from the STePS team can be bought in as required to meet the needs of students with social and emotional needs as part of an individual graduated response.

We have a zero-tolerance approach to bullying.

Working with other agencies:

We work with the following agencies to provide support for students with SEND:

- Derby City Youth Offending Team
- an educational psychologist;
- specialist alternative provisions
- Specialist teachers for the physically impaired
- Specialist teachers for the visually impaired
- Specialist teachers service for the hearing impaired
- School Nurses
- Physiotherapy services (NHS)
- Occupational Health (NHS)
- CAMHS
- NHS – school nurse
- Derby City Specialist Teaching and Psychology Service (STePs)
- Autism Outreach services

SEND Local officer

Ambreen Razak is our SEND officer at Derby City Council (DCC), who can offer additional advice on SEND issues. We also work in partnership the DCC Inclusion/exclusion team

Any further information regarding the support services we use can be obtained by contacting the school to discuss the local offer or by visiting the Derby City council website below:

<https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/>

The SEN team are available to discuss support available for your child and make the necessary referrals when appropriate to do so.

Complaints about SEND provision:

Complaints about SEN provision in our school should be made to the link SLT Assistant Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of students 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

Contact details of support services for parents of pupils with SEND:

Derby Cathedral School works in close co-operation with Derby City Council, the Specialist Teaching and Educational Psychology Service, School Health, Social Care and their associated partners. This is to ensure we comply fully with Derby City Council's local offer for those students needing an Education, Health and Care Plan. Further details of the Derby City Council local offer and the contact details of support services can be found on DCC website or by following the link below.

<https://www.derby.gov.uk/sendlocaloffer>

Contact details for raising concerns:

Parents who have concerns that their child may have SEND issues can contact:

Sarah Oakes – SENDCO

S.Oakes@derbycathedralschool.org.uk

Paul Hammerton – Link SLT (Assistant Headteacher)

P.Hammerton@derbycathedralschool.org.uk

Tel: 01332 325710

Rachel Blurton – LAC Link for SEND

r.blurton@derbycathedralschool.org.uk

Monitoring arrangements:

This policy and information report will be reviewed annually by the Local Academy Committee (LAC) of Derby Cathedral School. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board at a scheduled LAC meeting.

Links with other policies and documents:

This policy links to the following documents:

- Accessibility plan
- Behaviour policy

- Equality information and objectives
- Supporting pupils with medical conditions policy
- Safeguarding policy
- Complaints policy – DDAT
- Supporting pupils with Medical Needs Policy

Arrangements for admissions/access for disabled students

Derby Cathedral School strives to ensure fair and equitable access for all students regardless of disability or physical impairment. We take its duty of care under the 2010 Equalities Act extremely seriously. As well as the information provided above further detail regarding how we support pupils with disabilities, the steps we take to prevent students being treated less favourable than other students and the facilities to help disabled pupils access the school, please refer to our Accessibility Plan located on the school website located under 'Policies'.

6. Monitoring arrangements

This policy and information report will be reviewed by Sarah Oakes and Paul Hammerton **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Local Academy Committee (LAC) at a scheduled LAC meeting.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions