

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 a vibrancy to our core.

Students of 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 into 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	Chair of Governors / SLT Signature	Review Date
Approved by LGB			
Reviewed by SLT			

Version:

****Covid-19 Update: Provision is made for all students with an EHCP to attend school as part of the keyworker/vulnerable group during any remote learning unless this is contrary to health advice. For daily updates and the school’s full Covid-19 risk assessment please visit our website****

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Preface

The number of pupils with SEND has increased across all school types

Specifically,

- 1.8% of pupils in state-funded **primary schools** have an EHC plan in January 2020, compared to 1.6% in 2019, while 12.8% have SEN support, up from 12.6% last year. Overall, pupils in primary schools make up 49.9% of all SEN pupils, down from 50.8% in 2019.
- The same percentage, 1.8%, of pupils in state-funded **secondary schools** have an EHC plan in January 2020, an increase from 1.7% in 2019. 11.1% of pupils have SEN support, an increase from 10.8% in 2019. Overall, pupils in secondary schools with SEN account for 32.0% of all pupils with SEN, up from 31.4% in 2019.
- There has been a large increase in the percentage of pupils in **pupil referral units** with an EHC plan, up from 13.4% to 16.4%. There has been an increase in the number of pupils with an EHC plan also, while the overall pupil population in pupil referral units has decreased. Conversely, there has been a decrease in those with SEN support in pupil referral units, from 67.6% to 64.9%. This includes pupil referral units, academy and free school alternative provisions.

1. Aims

This SEND policy and information report aims to:

- Ensure that the Derby Cathedral School fulfils all of 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 SEN
- 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 Disability Equality Scheme
- 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, SEND coordinators (SENDCOs) 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 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 Special Educational Needs Coordinator

The SENDCO is Mr. Mark Chapple.

They will:

- Work with the Headteacher and SEND 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 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 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 SEND up to date.

4.2 The SEND Governor is Ms. J. Lewis-Smith

The SEND Governor will:

- Help to raise awareness of SEND 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 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 SEND Governor 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
- Cognition and learning
- Social emotional and mental health difficulties
- Sensory and/or Physical Needs.

Identifying pupils with SEND and assessing their needs:

DCS will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Whenever possible, appropriate personnel from DCS will liaise directly with corresponding personnel in the school a student is transferring from, in order to discuss current / potential SEND requirements. Students undertake baseline assessment in Y7 which are used alongside Key Stage 2 outcomes to make solid predictions for expected levels of progress.

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 and emotional development.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

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.

SEND Planning Meeting

This happens once per term between the SENDCo and the Educational Psychologist. Its focus is to identify certain categories of students, including Looked After Children, Travellers 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'

Consulting and involving pupils and parents/ carers:

We will have an early discussion with the pupil and their parents/carers 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'/carers' 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 copies given to their parents/carers.

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

We hold weekly SEND clinics that are available for parents/carers to attend where they can come and discuss any issues/concerns they may have. Parents/carers are able to contact reception who will be happy to book them an appointment.

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 SENDCO 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 and a more specialist assessment of strengths and weaknesses by the SENDCO accompanied by possible interventions and/or support
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- 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.

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.

The school will operate a full transition programme for those pupils 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 pupils with SEND:

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 all pupils including those who have SEND. This will be differentiated for individual pupils.

We also provide the following interventions/services:

- Phonics' intervention aimed at improving students literacy, decoding and encoding abilities if appropriate
- Additional numeracy support for SEND students who need to improve their basic number skills if appropriate

- Lego Therapy for students who have social, emotional and communication needs (especially those with Autistic Spectrum Disorders ASD)
- Homework club, where all students can receive support with homework from teaching assistants and staff
- The SENDCo works in conjunction with the Derby City STePS team (Specialist Teaching and Educational Psychology Service) to ensure students who require specialist external agency support and equipment receive it and that staff are trained in its use
- DCS Access Arrangement protocols are followed for those pupils who may require support during exams and assessments
- Staff also receive specialist training relating to the needs of specific students as required.

The role of SENDCo

Mr Mark Chapple is the SENDCo.

The SENDCo can be contacted via the main switchboard: 01332 325710

Although the SENDCo is heavily involved in all of the above it is just a small part of the role. As well as teaching commitments, the SENDCo also:

- Assesses students for specific difficulties such as dyslexia and completes reports so information to be passed on to staff, parents and the Educational Psychologist.
- Assesses students for Access Arrangements for exams and submits reports to the exam board.
- Leads the TA Team
- Delivers CPD for staff around SEND
- Monitors the work of the department
- Advises teaching staff on SEND issues
- Observes students and teachers in lessons
- Applies for additional funding for those with EHCP's
- Applies/supports applications for EHCP's for those students who require them.
- Teaches Music and PSHE

Adaptations to the curriculum and learning environment:

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, including the use of classroom TA's where appropriate
- 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. Much of the above will be delivered via 'Quality first teaching'
- Ensuring the building is accessible to all students and where necessary, making reasonable adjustments so that this can happen.

Additional support for learning

DCS has 5 teaching assistants, with one currently employed as an HLTA. They are trained to deliver interventions mentioned above.

Teaching assistants will be deployed as appropriate by the SENDCo

The Learning Support Department is based in the Library/Learning Resource Centre

What is special about us?

We work across all faculty areas

We work with numerous outside agencies

We provide support for students and for staff

We generally only work with a small number of the school population

We understand the SEND students very well

We work collaboratively with all staff

We are very versatile.

Who Are We?

The Learning Support Department key staff are:

Mr Mark Chapple SENDCo. Teaches specialist Literacy, Numeracy and Dyslexia programmes. Music and PSHE.

Mrs Helen Bagshaw HLTA (Higher Level Teaching Assistant)

TA: Mr T Griffiths, Ms. S. Kalirai-Peters, Ms. C Roberts

Other Support

As well as offering in class support to students with additional needs, our department also offers:

Literacy and Numeracy Programmes

Students are identified early on in the new term through a variety of diagnostic tests and are placed on a specific programme to address their needs. We also run short high frequency interventions for those with SPLD's such as Dyslexia. These support programmes include:

Fresh Start

Read Write Inc. Fresh Start offers KS3 secondary children, who have not made progress in their reading, a second chance to catch up and become fluent readers.

Features. As with Read Write Inc. Phonics children are taught the 44 sounds systematically in lively, fast-paced phonics lessons. The Fresh Start Modules contain engaging, age-appropriate stories and non-fiction texts. The 33 modules give clear progression and practice in reading and develop comprehension and writing skills. New anthologies provide extra practice and consolidation. All the texts have been specially written for this age group.

Toe By Toe Programme

Developed over the course of 25 years, Toe By Toe is described as the ultimate tool for the teaching of reading and is endorsed by the BDA (British Dyslexia Association) Designed to help any child with reading difficulties, particularly those diagnosed with Dyslexia, Toe By Toe combines 'a multi-sensory approach with a memory bonding technique'. Students can be identified for the programme through the dyslexia screening assessment.

Student Pastoral Support

Our pastoral support is managed mainly by a student's form tutor. For those needing additional social and emotional support students have access to Heads of Year and our Pastoral Manager Mrs. J Nethercott.

Homework Club

This is a very successful scheme which runs on a Tuesday, Wednesday and Thursday after school, where students are given support and guidance with completing homework from members of the Learning Support Team.

Lego Therapy

This is a programme designed by Derby City Council's Specialist Teaching and Educational Psychology Service 'STEPS', and is delivered by specially trained Teaching Assistants. It is aimed at students with communication and interaction, and social, emotional and mental health needs, to try to improve social and communication skills and reduce anxiety.

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

- Derby City Specialist Teaching and Psychology Service (STePs)
- NHS
- CAMHS
- Derby City Youth Offending Team

Expertise and training of staff:

Our SENDCO has over 11 years' SEND experience (including Post 16) as well as being a qualified teacher for more than 15 years.

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 through the school year.

Where required we use specially trained staff for students who require specific support such as toileting, moving and handling, physiotherapy and administration of medicines.

Securing equipment and facilities:

Specialist equipment, such as tracking hoists, rise and fall tables, mobile ramps and adapted work stations 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 :

DCS evaluates the Progress of SEND students by:

- Reviewing pupils' individual progress towards their goals following each data collection point.
- Reviewing the impact of intervention upon completion
- Liaison with classroom teachers

- Liaison with external stakeholders appropriate to an individual
- Liaison with parents
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans
- Holding an annual review of the school's policy through the Local Governing Body.

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

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

All pupils are encouraged to go on our residential trip(s) and where possible appropriate modifications will be made to facilitate this.

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:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of the lunchtime nurture group to promote teamwork/building friendships etc.
- Involving specialist external services for those with specific socialisation needs
- 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's graduated response.

Working with other agencies:

DCS supports a multi-disciplinary approach in order to provide a more cohesive and inclusive service and to maximise the educational provision for students with SEND by working with other agencies and support services. The following lists some of the external agencies working in partnership with the DCS:

- 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 (Child & Adolescent Mental Health Service)

SEND Local officer

Alix Mclearey is our SEND officer at DCC, who can offer additional advice on SEND issues. We also work in partnership with the DCC Inclusion/exclusion team

Complaints about SEND provision:

Complaints about SEND provision in our school should be made in the same manner as any other issue. In the first instance contact should be made with the classroom teacher or form tutor who will either assist in reaching the desired outcome or will direct the issue accordingly. Further escalation will see the matter

referred to the SENDCo and without satisfactory resolution, to the Headteacher as per 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

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 info@derbycathedralschool.org.uk

Additionally our SENDCo runs weekly clinics on a Wednesday morning which are advertised on our school website and bookable via the school's reception.

Monitoring arrangements:

This policy and information report will be reviewed by the Governing Body of Derby Cathedral School on an annual basis. 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 LGB meeting.

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

Arrangements for admissions/access for disabled students

DCS strives to ensure fair and equitable access for all students regardless of disability or physical impairment. DCS takes 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

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