



# The Clere School

## SEND POLICY

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**Lead:**

Kate Davidson – Deputy Headteacher

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## **Principles**

The Clere School is an inclusive mainstream comprehensive school and is committed to meeting the needs of all of the students.

## **Objectives**

- To meet the requirements of the Education Act (1966), The Special Educational Needs & Disability (SEND) Act (2001) and The SEND Code of Practice (2015).
- To identify students with Special Educational Needs and Disabilities to ensure that their particular needs are met.
- To ensure that parents/carers are informed about their child's SEND and that there is regular, effective communication between parents/carers and the school.
- To ensure that learners are given the opportunity to express their views and are fully involved in any decisions which affect their education.
- To continue to promote effective partnerships with outside agencies, in a bid to provide comprehensive support and guidance.
- To ensure that all students have the right to an accessible and relevant curriculum, appropriate to their needs as individuals.
- To ensure that all staff employed by the school and parents/carers are aware of and understand the operational structures and procedures employed by the school in identifying and responding to students' Special Educational Needs and Disability (SEND).

## **Definition of Special Educational Needs and Disability (SEND)**

Children have special educational needs and Disability if they have difficulty accessing the curriculum, either temporary or more long-term, which calls for special educational provision to be made for them.

Many students find aspects of learning difficult, however, it must be remembered that Special Educational Provision is underpinned by high quality teaching and therefore, it is compromised by anything less.

Students have difficulty accessing the curriculum if they:

*a) have a significantly greater difficulty in learning than the majority of children of the same age; or*

*(b) 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 education authority*

*(c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.*

*Children must not be 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. Special educational provision is defined as*

*'An educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area'. (SEND Code of Practice, 2015)*

SEND Provision may be triggered when, despite having access to suitably adapted lessons within departments, students fail to make adequate progress.

Lack of adequate progress may be indicated by:

- Working at levels significantly below age expectations (2 standard deviations), particularly in literacy & numeracy.
- Little or no progress despite the focus on quality first teaching with suitable adaptations to support all students progress.
- Difficulty with communication or interaction which requires specific adaptation to access the curriculum.
- Persistent emotional or behavioural difficulties which have not been managed by the appropriate strategies that the school usually employs.
- Physical or Sensory impairments that result in little or inadequate progress despite the provision of appropriate aids.

### **Curriculum Support (Provision)**

Most students will receive the full range of provision as prescribed by the National Curriculum via teaching and learning materials appropriate to their needs and abilities. Some students, particularly those with an Educational and Health Care Plan (EHCP) may require an alternative approach or modification to the curriculum.

Teaching groups across all faculties are a blend of different abilities and therefore the lessons differentiated to meet the needs of each student. Students with SEND will be assigned to appropriate teaching groups within each Faculty and may have the support of a Learning Support Assistant (LSA).

Alternative Provision programmes are implemented by the Learning Support Department along with support from the staff in the Pastoral HUB, to ensure appropriate programmes are available for students with SEND.

In addition, Post 16 provision is supported by the Head of Learning Support who will support the applications to further education centres for students with SEND.

### **Structural Arrangements**

**SEND Co-ordinator with responsibilities for KS4 and Access Arrangements:** Cheryl Colby

**SEND Administrator:** Alison Mitchell

**SEND Line Manager:** Kate Davidson

**Link Governor:** Denise Griffiths

### **Roles and Responsibilities**

The roles and responsibilities of school personnel with regard to SEND are outlined below; they are in accordance with the 2015 SEND Code of Practice guidelines and school job descriptions.

**The Governing Body:**

- In partnership with the Headteacher, the Governors determine the school's general policy and approach to provision for students with SEND
- Ensure that the Headteacher sets priorities and objectives for SEND provision in the school development plan.
- Are aware of the SEND school's provision, including staffing, funding and equipment.
- Provide an annual report to parents via the school website.

**The Headteacher/Deputy Head:**

- Will set SEND priorities and objectives within the school development plan in communication with the governing body.
- Line-manage the overall provision for students with SEND via the SENDCo. This will include setting the SEND budget to support students within the school's overall financial resources.

**The SENDCo and SEND Administrator**

- Oversees day to day operation of this policy and ensures that an agreed, consistent approach is adopted.
- Disseminates information and raises awareness of SEND issues throughout the school.
- Co-ordinates the provision for students with SEND.
- Be responsible for recruitment and deployment of the school's Learning Support Team.
- Liaises with and advises other members of staff in relation to the to SEND and progress.
- Ensures that students who need extra support are identified early, and that appropriate provision is made to meet their individual needs.
- Supports the teaching and learning of students with SEND by advising/ supporting class teachers in devising strategies, setting individual targets appropriate to the student's needs and advising on appropriate resources/materials for use with students with SEND and the effective use of in-class support.
- Keeps accurate individual records of all students with SEND and maintains the SEND Register.
- Assists in the monitoring and evaluation of students with SEND progress through Teacher Assessment data capture and intervention data analysis.
- Monitors the delivery, within Departments, of the SEND Policy.
- Liaises closely and regularly with parents/carers of students with SEND.
- Liaises with outside agencies, arranges meetings and provides a link between these agencies, subject teachers and parents/carers as appropriate.
- Contributes to the in-service training of all staff and Learning Support Assistants.
- Liaises with other SENDCos, both locally and nationally.
- Liaises with SENDCos in local primary schools to aid a smooth transition to Year 7.
- Prepares the SEND report for the Headteacher to present to the Governors.
- Attends annual JCQ updates on access arrangements. Disseminates all relevant information to the Exams Officer and teaching staff.
- Carries out access arrangement eligibility assessments, draws up reports, applies to the relevant exam boards for access arrangements and notifies parents/carers, students and staff.

- Liaises closely with the Exams Officer, co-ordinates the collection of evidence for each student with approved access arrangements and ensures that, reader pens, readers and scribes are in place for both informal and formal examinations.
- Devises and implements a wide offer of interventions across the whole school supporting the progress of all students including those on the SEND register.
- Support in year admissions with the completion of baseline literacy assessments to ensure students who require additional support outside of their classroom lessons are identified quickly.
- Carries out full diagnostic assessment of SpLD, visual stress assessment and other shorter assessments following referral by colleagues, outside agencies, parents and students as appropriate.

#### **Heads of Departments/ Heads of Year:**

- All Heads of Departments/ Heads of Year are aware of the School's procedures for identifying, assessing and making provision for students with SEND to ensure progress is in line with minimum expected progress (KS3) and Progress Bands (KS4).
- Will ensure appropriate curriculum provision and delivery is clearly stated within SoW/Tutor Programmes, enabling and supporting student progress.
- Will provide subject specific information/evidence for EHC Plans according to the schools SEND policy.
- Have a responsibility to inform and share procedures with subject/pastoral colleagues, including the dissemination and collation of SEND communicated updates.

#### **All Subject teachers:**

- Will be fully aware of the school's procedures for SEND, referring to the schools SEND register.
- Will provide subject specific information/evidence for EHC Plans according to the schools SEND policy.
- Take responsibility for ensuring that the needs of the students are catered for in their lessons.
- Will adapt lessons appropriately in light of individual needs, with reference to the schools Teaching and Learning Policy.
- Will monitor the progress of students with SEND in line with their expected progress.
- Will raise individual student concerns to the schools SENDCO using the set referral process.
- Will access and become familiar with the information provided on students with SEND through the student profiles created by learning support.

#### **Learning Support Assistants (LSAs):**

- Keep up-to-date with the requirements of SEND policy, including the schools SEND register and intervention programmes.
- Will support students with SEND and the wider school population, including off-site visits if required.

- Will plan and deliver individualised programmes where appropriate in support of progress and identified needs.
- Work in partnership with the teacher and other staff to foster effective participation of students in the social and academic processes of school.
- Regularly deliver, review and record levels of interventions in order to demonstrate support of identified students in line with their progress and identified learning needs.

### **Admission Arrangements**

Admission to the school is in accordance with the Hampshire County Council Admissions Policy which is published in the school prospectus and on the Hampshire website.

<http://www3.hants.gov.uk/learning> . Special educational needs and disability will not be a reason for declining any student admission to the school except where the LA regard the school's resourcing unsuited to the needs of the student.

### **Inclusion**

At The Clere School, all students irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the schools organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers' education and to transition further education establishments. Students with SEND are integrated and included fully into the life of the school, including its social and cultural activities.

### **Complaints Procedure**

Complaints from parents / carers about special educational needs provision should follow the school complaints procedure as outlined in the school prospectus. Copies of the complaint's procedure are available from the school office.

Issues should be communicated to the class teachers, tutors, Heads of Year or SENDCo in the first instance with a view to being resolved early.

### **Monitoring and review procedure for this policy is as follows:**

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings
- Recorded views by teachers on students' competence, confidence and social acceptability.
- Observations of classroom support and interventions
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.
- Evidence of planning and targeted expenditure for SEND
- The SENDCO reviewing procedures in consultation with Heads of Department, Heads of Year, Subject Teachers and outside agencies.
- The Headteacher will liaise with the Governor with Responsibility for Special Education Needs and disabilities along with the Chair of Governors to consider any information regarding complaints about SEND provision or other input related to SEND.
- This policy will be reviewed annually.

## **Identification, Assessment and Provision**

### **Identification**

The school uses the graduated response as outlined in “Special educational needs and disability code of practice: 0 to 25 years (2015)”. To help with this process, a variety of screening procedures are used and results are disseminated to teaching staff via SIMS Learning Gateway and the SEND register.

### **New intake Pupils in Year 7**

#### **a) Primary liaison**

Primary schools are visited/contacted throughout the year prior to transfer. Any student identified as requiring SEND support or has an EHC Plan is referred to the SENDCO.

The LA notifies the school about students who are transferring with EHC Plans in the Spring of Year 6 and, where feasible, the SENDCO attends their annual review to ensure a smooth transition is made; relevant information is disseminated to teaching staff before transfer.

#### **b) Initial screening**

- Initial screening tests such as Reading comprehension or Vernon Spelling tests are undertaken by all new students
- KS2 SATS data

### **Other forms of identification**

Identification and assessment of students who may have special educational needs and disabilities may be through:

- EHCP annual reviews
- Attendance at Transition Partnership Agreement (TPA) meetings
- Observations
- Key Stage 2 results
- Performance in assessments
- Individual diagnostic assessments

Students can be referred for assessment by staff, parents/ carers and also via self-referral.

The findings of diagnostic and access arrangement assessments are sent out to parents / carers, Heads of Year, Heads of Department and tutors. Recommendations are sent out to teaching staff and the SEND Register and the access arrangements registers are updated.

### **Provision:**

- A graduated response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve at least expected progress. Provision is identified and managed by the SENDCO but will be planned and delivered by teaching and support staff. School based approaches designed for the benefit of all students.
- Additional school-based approaches for small groups of students.
- Additional school based and external agency approaches for individual students.

- Quality First Teaching
- SEND interventions and strategies both in and outside the classroom
- SEND interventions outside the classroom
- EHCP