



# The Clere School

## Special Educational Needs & Disabilities Policy

<b>Date of Policy Issue: November 2020</b>	<b>Date of Policy Review: November 2021</b>
<b>Approved by the Whole Governing Body: 12<sup>th</sup> November 2020</b>	

### Principles

At The Clere School we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all students whatever their needs or abilities. A student is defined as having a Special Educational Need or Disability (SEND) if he/she has a learning difficulty which requires special educational provision that is 'additional to and different from' that usually made available for pupils within the mainstream classroom environment.

A student may have a SEN within one or more of the following areas: cognition and learning (including Specific Learning Difficulties, such as Dyslexia); communication and interaction (including Autistic Spectrum Conditions); social, emotional and mental health; or physical and sensory needs (visual and/or hearing impairment and physical disabilities).

Students with a disability have a SEN if they have any difficulty in accessing education and if they need any special educational provision to be made for them which is anything that is 'additional to or different from' what is normally available to all students.

The Clere School supports the view that every student is entitled to a broad and balanced curriculum. The school will, within the available resources and according to individual need, ensure that every student is appropriately supported in meeting the following:

- All students are equally valued, whatever their ability and aptitude.
- All students are entitled to have access to a broad, balanced, relevant and inclusive curriculum, which is differentiated to meet individual needs.
- All students achieve their full potential in all aspects of the curriculum.
- All students are fully integrated into the school community and should be offered the whole range of available extra-curricular and enrichment activities and should be able to participate, so far as is reasonably practicable.
- All students are equipped with the requisite skills to meet the demands of a college placement or the world of work.
- We are an inclusive school and ensure that students with a SEND engage in all the regular activities of the school, so far as is reasonably practicable and is compatible with:
  - The provision of efficient education for the students with whom he/she will be educated.
  - The efficient use of resources.
  - Ensuring that the SEN of every student are communicated to all those concerned with supporting that student and that suitable support is in place.

In meeting its responsibilities, The Clere School will have due regard to the SEN Code of Practice.

### **Identification, Assessment, Monitoring and Intervention**

The school believes that early identification, assessment and provision for a student who may have a SEND is essential.

The identification of students with a SEND begins with liaison with primary schools. In the summer term, the SENCO and or Head of Year visits all feeder schools to discuss and review the needs of students who have been identified as having a SEND and to meet and observe these students where possible.

On entry to the school, information about a student is gathered and an initial assessment made by teachers, the learning support team and the Head of Year.

Identification will be informed by:

- Primary school liaison and records
- Previous school liaison and records on transfer
- Key Stage 2 SATs results and Teacher Assessments
- Referral from an outside agency e.g. medical, social services
- Screening assessments and collation of other factual data on entry to Year 7
- CAT test results in Year 7
- Student reviews and reports
- On-going monitoring and assessment by subject teachers and tutors

Students already on roll may, at some time in their school career, give cause for concern and there is a well-established procedure for investigating such concerns via the Faculty Leaders and Head of Year and the Learning Support Department.

The SENDCO will inform parents and key staff of the specific nature and extent of the identified students' SEND. Students identified as having a SEND are placed on the school's SEND Register. The SEND Register is reviewed each term and updated on SIMs (our school information system).

Students with an Education, Health and Care Plan (EHCP) will be given additional support as per their plan and reviews will take place regularly in collaboration with the student(s) and parent(s) involved. Informal reviews are made available termly as needed, but must be reviewed formally at least once per year.

### **Responsibilities**

The SENDCO works with other Senior Leaders and individual Faculty Leaders, Curriculum Leaders and Heads of Year, liaises closely with the Learning Support Department regarding the day to day management of the Learning Support Assistants and the provision of SEND across the school.

The departmental team are supported by the SENDCO in pursuing relevant continuing professional development to maximise expertise.

### **Admission Arrangements**

The school's Admission Policy applies equally to all prospective students. The Clere School endeavours to promote inclusion of all students where possible.