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## Special Educational Needs and Disabilities Policy

Approved Summer 2016

All school policies are reviewed by Governors annually

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### 1. Introduction

At Cheltenham Bournside School and Sixth Form Centre all students are valued, respected and equal members, regardless of ability, needs and behaviour. The school seeks to raise achievement, aspiration, remove barriers to learning, and to enable physical and curricular access for all. All teachers are teachers of students with Special Educational Needs and Disabilities (SEND), and all students are entitled to a broad, balanced and enriching curriculum, which is adapted as appropriate to meet individual needs. However, we believe that students with SEND may, at times, require additional support and intervention if they are to achieve their potential.

### 2. Objectives

The School Governors recognise and accept their obligation to provide a broad, balanced, challenging and inclusive curriculum for all our students. This policy is in keeping with the school's aims, its curriculum policy and its policy on equality and diversity.

In ensuring an effective programme of SEND provision, Governors comply with the relevant legal requirements of the Children and Families Act 2014. These include the Special educational needs and disability code of practice: 0-25 years (Jan 2015) on the identification and assessment of SEND, the Equalities Act 2010 and the Statutory Guidance: Supporting pupils at school with a medical condition.

The objectives of the governing body in making provision for students with special educational needs are:

- a) to enable students with SEND to maximise their achievements.
- b) to ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed. This SEND support should take the form of a four part cycle, known as the graduated approach.
- c) to develop learning and teaching styles that take account of the wide range of abilities, aptitudes and interests of the students.
- d) to work in partnership with parents to enable them to make an active contribution to the education of their child.
- e) to ensure successful transition for students with SEND into Bournside and throughout their time at the school and transition beyond Bournside.
- f) to take views and wishes of students, parents/carers, and external agencies into account.

### 3. Roles and responsibilities

The Support Department is led by an Assistant Head who is also the designated Special Educational Needs Co-ordinator (SENCo). She is supported by the SEND Lead Practitioner who deploys the large number of Teaching Assistants (TA). There is a Governor with special responsibility for Special Educational Needs and Disabilities.

#### **4. Co-ordinating and managing provision**

The Assistant Head/ SENCo and SEND Lead Practitioner, in collaboration with the SLT line manager and governing body, plays a key role in helping to determine the strategic development of the SEND policy and its provision in the school. The key responsibilities of the Assistant Head/ SENCo and SEND Lead Practitioner include:

- a) Day to day operation of the SEND policy to ensure the school meets all of its statutory and local duties.
- b) Co-ordinating provision for students with SEND: those identified with (SEND) and students with an Education, Health and Care (EHC) plan and Statement of SEND.
- c) Supporting all staff in understanding the needs of students with specifically identified SEND needs.
- d) Managing the Support Department team.
- e) Maintaining an up to date register of all students with SEND, monitoring their progress, and ensuring SEND students have the most appropriate curriculum.
- f) Liaising with staff, parents/carers and external agencies of students with SEND
- g) Contributing to the in-service training of all staff
- h) Assessment of learning difficulties and testing for exam access arrangements
- i) Ensure a smooth transition process occurs for students with specifically identified SEND needs

The Head of Department is responsible for ensuring that the needs of students with SEND are met in their subject. Differentiation and provision for students with special educational needs are the responsibility of all staff.

The pastoral leaders (Heads of Year), along with the Support Department (Student Support and Student Conduct) co-ordinate specialist behavioural provision for students with SEND, EHC plans/ Statements of SEND.

All staff have a responsibility to make themselves aware of student targets and for building planning and intervention into their teaching to enable all students to achieve their targets. The school's SEND register, student challenge and support plans, standardised test results and school progress reports are accessible via the school's network.

#### **5. Partnership with parents/carers**

In accordance with the SEN Code of Practice 0-25 (2015), the school believes that all parents/carers of children with SEND should be treated as equal partners.

Parents will be supported and encouraged to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEND framework
- Make their views known about how their child is educated

- Have access to information, advice and support during assessment and any related decision making processes about special educational provision
- Contribute to review meetings

Parents are made welcome in the school and are invited to attend such meetings as concern their child. Appointments can be made with the SENCo and/ or delegated team members, for information and advice prior to transition and at any point during an academic year.

## **6. Admission arrangements**

Cheltenham Bournside School and Sixth Form Centre provides for students with a wide range of abilities and/or difficulties. Places for children with or without a Special Educational Need and Disability are allocated in line with the whole school admissions policy of the governing body.

## **7. Facilities**

The Support Department has an area of specialist provision. This includes

- Student Support room (with ICT) focusing on aspects of well-being, social, emotional and mental health
- Safeguarding office
- Large meeting room for multi-agency meetings
- Small counselling rooms
- Student Conduct (with ICT) area focusing on behavioural issues and 1:1 support
- Intervention teaching room for small teaching groups focusing on specific interventions
- Physiotherapy room

There are ramps and handrails to help provide access to the ground floor of all buildings for those with mobility difficulties. There are lifts to provide access to the first floors of buildings.

There are toilet facilities for disabled people on the ground floor in the majority of buildings.

## **8. Our Local Offer**

Our Local Offer, which can be found on the school website, is information for parents/carers of children who have SEND identified through an EHC plan/Statement of SEND and all those who support children with SEND.

Outlined in our Local Offer:

- Special Educational Needs and Disabilities identification
- What I can expect if my child joins Cheltenham Bournside School & Sixth Form Centre
- The range of intervention/support we may provide for our students

## **9. Access to the curriculum**

All students have the entitlement to a broad, balanced and relevant curriculum, and we believe in inclusion for all.

All students with SEND are taught with their peers in mainstream classes by subject teachers and study the appropriate curriculum. Mathematics is set early on in Year 7. English and Maths set in Year 8. English, Maths and Science set in Year 9.

All teaching and support staff are aware of the need to:

- Provide suitable learning challenges
- Meet students' diverse needs through high quality differentiation
- Remove barriers to learning and assessment

With the advice and the support of the SENCo, SEND Lead Practitioner, Teaching Assistants and outside professionals, teachers strive to match the learning needs and abilities of their students.

Where appropriate, materials are modified and/or support is provided to enable students with SEND to access the learning or assessment process. Specialist and/or technical equipment e.g. laptops may also be provided.

#### **10. Integration of students with SEND (the wider curriculum)**

In addition to the statutory curriculum, the school provides a range of extra-curricular activities. These include:

- Sports activities and teams
- School productions and theatre trips
- Choir, orchestra and instrument lessons
- Field trips to enhance learning
- Foreign exchange and cultural visits
- Science, Art, ICT, Environmental clubs
- Anti-bullying ambassadors
- School prefects (Year 11 and 13)
- Peer mentoring (Year 12 and 13)

Staff strive to ensure equal access to these activities for all students, including making reasonable adjustments for those with physical disabilities.

The Learning Centre and Reading Centre are available for all students every day (before school, lunchtime, after school) to work in, and are supported by either a member of teaching staff or Teaching Assistant. Homework club runs for all students every Tuesday, Wednesday and Thursday in the Learning Centre supported by two Teaching Assistants.

#### **11. Health & Safety**

Students with a physical disability have individualised personal care plans written in consultation with them, their parents, and Teaching Assistants which include:

- Manual Handling & Risk Assessment
- Personal Emergency and Evacuation Plans (PEEP)
- Additional Risk Assessments for school trips

The school is equipped with 'evac chairs' for assisting students out of the buildings in the case of fire or emergency; and a mobile hoist for manual handling. The school has a team of trained first aiders.