



The John of Gaunt School

A Community Academy

Special Educational Needs / Disability Policy 2021-22

Vision Statement

"Excellence Every Day"

Our Mission

Our mission is to make sure that all our students, regardless of their circumstances, discover their personal best and thrive academically, individually and socially.

We are relentless in driving high expectations and make no apology for ensuring high standards across the school. We will continually ensure every student achieves excellent results, with high-quality teaching and a first-class curriculum, underpinned by outstanding cultural capital experiences and exceptional pastoral care.

Ethos and Culture

We are a highly inclusive school that blends nurturing individual care with high standards and expectations.

Our students are proud of their school and are happy, ambitious inquisitive learners. They thrive on a curriculum and character education programme that takes place in classrooms, and includes clubs, trips and activities. Our ethos is underpinned by strong relationships between students, parents, carers, staff and governors, who all work tirelessly together to ensure students develop their individual characteristics to be successful at school and beyond.

Values

- **Excellence**
- We strive for greatness in everything we set our minds to. We endeavour to do our very best and excel in all aspects of school life.
- **Respect**
- We treat others in our diverse, inclusive community as we wish to be treated. We acknowledge individual differences yet join together in an uncompromising respect for each other.
- **Responsibility**
- We understand that we own our actions. We work hard to understand our emotions and manage them effectively, whilst ensuring we put any mistakes right.
- **Resilience**
- When we encounter challenges, we persevere and bounce back. We see setbacks as stepping stones to success and always give 100%.
- **Ambition**
- Our ambition knows no limits. We will push ourselves to be the best version of ourselves to ensure success.



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Headteacher: Mr P Skipp



1. Definition of Special Education Needs / Disability (SEND)

The Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015) defines a child or young person has having SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child or 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
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

2. Objectives of the SEND Policy

- Identify, assess and plan provision to meet the individual needs
- Ensure that all staff are aware of the procedures for identifying, supporting and delivering the curriculum to students with special educational needs and, where appropriate,
- Monitor, record and report on progress and adapt the provision as required
- Co-ordinate the efficient use of resources and support the efforts of staff to meet, more effectively, the needs of those students experiencing difficulties with their learning
- Promote access to a balanced and broadly based curriculum, including the National Curriculum
- Develop and encourage opportunities for partnership with feeder primary schools and external agencies
- Develop and encourage opportunities for partnership with parents
- Implement and follow the SEN Code of Practice
- Monitor the attainment and progress of SEN students across the school

3. Principles of the SEND Policy

The John of Gaunt School is committed to raising the achievement of all students, taking into account individual needs, and enabling all to achieve their full potential. Students with special educational needs require special consideration so that they can access the broad and balanced curriculum as laid out in the National Curriculum.

All teachers are teachers of children with special educational needs and have a responsibility to meet those needs. High quality teaching that is differentiated and personalised will meet the needs of the majority of students.

A minority of students will need provision that is 'additional to or different from' high quality differentiated teaching in a mainstream classroom. Teachers are advised and supported in achieving this by the Individual Learning Department. Those students who are identified as requiring additional provision will be fully integrated into the life of the school, enabling them to contribute to the social and cultural activities of the school.



4. Roles and Responsibilities

4.1 The role of the Governing Body

The Governing body will ensure that the necessary provision is made for any student who has SEND. The Governing body play an important part in developing and monitoring the school's SEND policy and liaises closely with the SENCo.

4.2 The Special Educational Needs Co-ordinator (SENCo)'s role

The SENCo is responsible for:

- overseeing the day-to-day management of the school's SEND policy
- monitoring, evaluating and reporting on the provision for students with SEND to the governing body in conjunction with the SEND Governor
- liaising with and advising fellow teachers
- liaising with the relevant Designated Teacher where a looked after child has SEND
- managing the Individual Learning Department (ILD) team of teachers and teaching assistants
- co-ordinating the provision for students with special educational needs
- liaising with parents of students with special educational needs
- being a key point of contact with external agencies
- contributing to the in-service training of staff
- liaising with primary schools and colleges for cross-phase years
- working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010)
- overseeing records and ensuring that the school keeps the records of all students with SEND up to date.
- monitoring attendance of students with SEND

5. Admission Arrangements

The admission arrangements for students with special needs but who do not have an Education, Health and Care Plan (EHCP) are the same as those for all students. Where a student has an EHCP the Local Authority negotiates a place at the school of the parent's choice.

6. Arrangements for the implementation and success of the SEN Policy

6.1 Assess

In identifying a child as needing SEND Support the SENCo should carry out a clear analysis of the student's needs. This information is to be shared with staff at the beginning of the academic year, wherever possible. Early information on students about to transfer to secondary school is vital if an effective and smooth start is to be achieved. Before a student enters the school, effective primary liaison will have identified those students who have been of concern in year 6. A member of ILD will



have visited those students experiencing difficulties with their learning in their primary schools. Staff at The John of Gaunt School can, at any time, alert the SENCo to any problems a student may be experiencing.

Assessments are reviewed at least twice a year. This helps to ensure that support and intervention are matched to need; barriers to learning are identified and overcome; and that a clear picture of the interventions put in place and their effect is monitored. For some types of SEND, the way in which a student responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the student. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCo should contact them if the parents agree.

Students may also attend specialist provision off-site if this is appropriate in meeting their needs.

The John of Gaunt School currently provides support for students in all four areas of SEN: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; and Sensory and/or Physical Needs.

Once a student has been identified as having a special educational need and some form of support is initiated, he/she is placed on the Special Needs Register as requiring SEN Support. The Special Needs Register is amended to include new students and is accessible to teaching staff.

Students who display behavioural concerns will be assessed for a possible unidentified SEN before being referred to the relevant Pastoral Support Manager.

6.2 Plan

When it is decided to provide SEN support, parents are formally notified, and the SENCo will agree, in consultation with the parent/carer, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will take into account the views of the child. The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs will also be identified and addressed.

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. This should also be recorded on the school's information system and by issuing a one-page profile.

6.3 Do

As far as possible all students remain in mainstream lessons. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the class teacher still retains responsibility for the student's progress. Subject



staff work closely with any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, and advise on the effective implementation of support.

6.4 Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the student and their parents. This should feed back into the analysis of the student's needs. The class or subject teacher, working with the SENCo, should revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.

Parents will have clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps.

For students who have a Statement of Special Educational Needs or an EHCP, an Annual Review Meeting will be carried out. Parents and representatives from outside agencies, as well as representatives from the local authority, may attend these meetings. Reports of findings are then circulated to all concerned.

7. Involving Specialists

Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.

The John of Gaunt School will always involve a specialist where a student continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of students of a similar age. The student's parents will always be involved in any decision to involve specialists. The involvement of specialists and what is discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

8. Requesting an Education, Health and Care Assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the student, the student still has not made expected progress, the school will consider requesting an Education, Health and Care Plan assessment.

9. Success Criteria

The policy will be evaluated against the Objectives stated in Section 2 and measured using the following indicators:



- The quality of student identification and monitoring
- Student records exist showing a range of indicators of need for each student.
- SEN Student profiles exist and are added to through the key stages.

The quality of partnership with students and parents/carers to ensure needs are recognised and met:

- Contact with students and parents/carers at Annual Review meetings, Parents and Student consultation evenings, key stage meetings and meetings with SENCo/ILD teacher.

The quality of student progress, measured by:

- Gains in literacy (standardised testing)
- The school's regular reporting procedures (Tracking Points)
- The amount of intervention required to allow students to access the curriculum effectively.
- KS3 Teacher Assessments, GCSE and A-Level results
- Student voice via the annual review process for students with an EHCP or My Support plan to determine how students view their progress and how they view themselves as a learner
- Post 16 destinations.

The quality of staff awareness of SEN procedures:

- Student profiles are available to all staff
- In service training is regularly provided for all staff on areas of SEND
- SEND policy is available to staff.
- There is SEN input into teacher induction.

The quality of the work in partnership with outside agencies

- Regular planning meetings
- Student centred meetings e.g. pastoral support plans, team around the child meetings and annual review meetings

This policy should be read in conjunction with the SEND Information Report which is available on the school's website.