

**Cheney School**  
**SEND Policy 2023/2024**  
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**Contents**

<b>SCHOOL ARRANGEMENTS</b>	1
1.1 Definition, Aims and Objectives	1
1.2 Roles and Responsibilities	1
1.2.1 Governors	2
1.2.2 Special Educational Needs Coordinator (SENCOs)	2
1.3 Headteacher	3
1.2.4 Teaching Staff and Support Staff	3
1.3 Co-ordination and managing provision	3
1.4 Admissions arrangements	4
1.5 Specialisms and special facilities	4
1.5.1 Specialist training among the staff	4
<b>2 IDENTIFICATION, ASSESSMENT AND PROVISION</b>	5
2.1 Allocation of resources	5
2.2 Identification, assessment and review	5
2.2.1 Provision	6
2.2.2 Categories of Special Educational Need	7
2.2.3 Supporting students with medical conditions	8
2.3 Curriculum access and inclusion	8
2.4 Evaluating success	8
2.5 Complaints procedures	9
2.6 Recognition procedures	9
<b>PARTNERSHIP WITHIN THE SCHOOL AND BEYOND</b>	9
3.1 Partnership with parents/carers	9
3.2 The voice of the child	10
3.3 Links with other agencies, organisations and support services	10
3.4 Admission and Transfer arrangements	10
3.5 Staff development 11 3.6 Monitoring and review	11

## **1 SCHOOL ARRANGEMENTS**

### **1.1 Definition, Aims and Objectives**

Cheney School aims to provide high quality teaching that is adapted and differentiated to meet the individual needs of the majority of students. Some students need educational provision that is additional and different to this universal provision. This is Special Educational Provision under Section 21 of the Children and Families Act 2014.

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if she or he:

- 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.

The Governors and staff of Cheney School recognise that all students have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all students can develop to their full potential and become confident, independent individuals.

At Cheney School we aim to:

- ensure that our curriculum is responsive to all students, whatever their individual need
- promote positive attitudes and individuals' confidence, ensuring all students experience success
- identify, assess, record and regularly review students' special educational needs
- encourage parents/carers to be involved in planning and supporting at all stages of their child's development
- make effective use of support services.

### **1.2 Roles and Responsibilities**

Provision for students with special educational needs is a matter for Cheney School as a whole, in line with the 2015 SEND Code of Practice.

### **1.2.1 Governors**

The SEND/PP Governor is Sarah Bedding. The SENCOs and SEND Governors liaise regularly to discuss provision and its effectiveness within the school for all students with SEND.

The Governors of Cheney School, together with the Headteacher, have a legal responsibility for overseeing all aspects of the school, including provision for students with special educational needs, and for doing their best to ensure that the necessary provision is made for any student who has special educational needs. They determine the school's general policy and approach to provision for students with special educational needs and establish the appropriate staffing and funding arrangements.

An appointed representative from the governing body is actively involved in self-review, with the Headteacher and SENCOs, of the provision for students with special needs and implementation of the policy within the school (currently Mrs Sarah Bedding).

### **1.2.2 Special Educational Needs Coordinators (SENCOs)**

The SENCOs work closely with all staff, the Headteacher, parents/carers and outside agencies ensuring the best possible provision for students with special educational needs.

The SENCOs are responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for students with SEND and monitoring its impact and effectiveness
- ensuring the involvement of parents/carers from an early stage and liaising with, parents of students with SEND
- advising on a graduated approach to providing SEND support, liaising with and advising other members of staff
- helping to identify students with special educational needs, assessing and planning for progress
- maintaining the school's special needs register
- advising on the deployment of the school's delegated budget and other resources to meet student's needs effectively
- liaising with parents/carers of children in Years 5 and 6 with EHCPs over KS2-KS3 transition
- working in partnership to ensure that the curriculum meets the needs of SEND students
- liaising with early years providers, other schools, educational psychologists, health and care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support agencies

liaising with potential and next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned

- managing teaching assistants; including liaison with Heads of Faculty, pastoral leaders and other key staff over the deployment, training and effectiveness of

Teaching Assistants, as delegated to the Assistant SENCOs.

- supporting the professional development of all staff including teaching assistants
- regularly liaising with the governors' representatives.

The school has a separate Designated Teacher for 'Looked After' Children (LAC); the SENCOs and the Designated Teacher work closely together on SEN provision for LAC.

The Assistant Headteacher for Inclusion supports the SENCOs in their role, represents the needs of students with SEND at Senior Management level and co-ordinates all internal and external Alternative Provision to ensure the needs of students with SEND are well met.

### **1.2.3 Headteacher**

The Headteacher has overall responsibility for the management of provision for students with special educational needs and keeps the governing body fully informed and works closely with the SENCOs.

### **1.2.4 Teaching Staff and Support Staff**

All staff should be familiar with this Policy. Staff at Cheney are involved in the development of the school's SEND policy and implement the procedures for identifying, assessing and making provision for students with SEND, including planning adaptive teaching. The identification of SEND is built into the overall approach to monitoring the progress and development of students.

All teachers are responsible for the progress of all learners including those with a special educational need. Class teachers are responsible for working with students on a daily basis and closely monitor students involved in interventions away from the main class. Teachers work closely with the SEN Faculty and teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

## **1.3 Co-ordination and managing provision**

The Assistant Headteacher for Inclusion and SENCOs meet frequently to discuss SEND issues. The SENCOs meet with class teachers, when required, to give support and advice. SEND policy and provision are discussed regularly at both staff and departmental meetings in order to raise the achievement of students with SEND. Special needs provision is an integral part of the School Improvement Plan.

The SENCOs oversee the provision using provision mapping. The SENCOs meet regularly with staff in the SEN Faculty and Teaching Assistants to review progress and give advice, and monitor the placement of TA support throughout the school. This is dependent on the special needs

requirements, and this placement may change as the needs of students change. There is opportunity for informal daily contact between staff to discuss concerns.

Parents/carers are kept informed by teachers and are encouraged to be involved in the support of their child whenever possible. The SENCOs also liaise with parents and students with an Education, Health and Care Plan and, working with the Assistant SENCO or other trained members of the SEND department and hold the annual review with parents and any relevant professionals / outside agencies.

Where there is a concern that parents need extra support, the staff would refer them to the Special Educational Needs and Disabilities Information Support Service (SENDIASS). If the situation becomes more concerning, the 'Early Help'/'Team Around the Child'/'Team Around the Family' process would be used to identify areas for change and engage support from other professionals. Please refer to the Child Protection Policy for further information

## **1.4 Admissions arrangements**

Cheney School strives to be a fully inclusive school. All students are welcome, including those with special educational needs, in accordance with the LA Admissions Policy.

According to the Education Act 1996 (Section 316), the school will admit a child with an Education, Health and Care Plan subject to the wishes of their parent/carer, unless this is incompatible with the efficient education of other students, and there are no reasonable steps that can be taken to prevent the incompatibility.

## **1.5 Specialisms and special facilities**

Students' specific needs are discussed with parents/carers when admission to school is requested. The previous school and support agencies are contacted should this be appropriate. All staff have responsibility for teaching students with learning difficulties/disabilities and should any specialist advice be required, this will be arranged and acted on as appropriate.

The school has access for wheelchairs. Suitable toilet facilities are available. Where a child has a disability, the SENCOs and class teachers make sure that all adults are informed about effective management strategies, and that other students are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's individual needs and this advice is accessible to the adults working with the child.

Arrangements are made to allow as much independence as possible, but with support available as and when necessary (see Health and Safety Policy, Equality Policy and Accessibility Plan).

### **1.5.1 Specialist training among the staff**

Staff training is undertaken in various aspects of SEND according to the needs of the students, to ensure that the provision made and support given to students is appropriate and effective.

The training needs of the staff including TAs are reviewed as part of the CPD process in school; there are termly SEND CPD sessions for all staff, T&L training focussed on students with SEND, and teaching students with SEND is a significant focus on INSET days.

## **2. IDENTIFICATION, ASSESSMENT AND PROVISION**

### **2.1 Allocation of resources**

All schools in Oxfordshire receive funding for students with SEND in three main ways:

- the base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the SENCOs
- the notional SEND budget (element 2 funding) covers the additional educational support required
- specific funds may be allocated to students with an Education, Health and Care Plan.

Cheney School, as part of normal budget planning, has a strategic approach to using resources to support the progress of students with SEND. Cheney aims to provide additional support up to the nationally prescribed threshold per student per year. Where the cost of special educational provision required to meet the needs of an individual student exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding. The Local Authority may provide top-up funding.

### **2.2 Identification, assessment and review**

The progress of the students is assessed by staff as part of the school's tracking process three times a year. Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEND.

All those working with students are alert to emerging difficulties and the need to respond early. In deciding whether to make special educational provision, the Headteacher and SENCOs consider all the information gathered from within the school about the student's progress, alongside national data and expectations of progress.

Where more specific assessment is deemed to be necessary, this will be carried out by the SENCOs (or delegated and appropriately trained staff), who may then involve other professionals from outside the school. The information gathering will include an early discussion with the student and their parents/carers. Cheney School recognises that parents/carers know their students best and we ensure we listen to and understand when parents express concerns about their child's development. Consideration of whether special educational provision is required starts with the agreed desired outcomes, including the expected progress and attainment, and the views and wishes of their parents/carers.

When a child is identified as needing SEND support, the school employs a graduated approach of Assess-Plan-Do- Review, adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2015). The LA SEND Guidance is used as a guide for the identification, assessment and provision for SEND, and the forms provided are used for record-keeping. A register of students with SEND is kept as a legal requirement.

Criteria for identifying SEND may include:

- a child's early history and/or parental concern
- a students' lack of progress despite receiving a differentiated curriculum and consistent support from classroom teachers
- low achievement in the National Curriculum, i.e. significantly below the suggested level for their age
- low reading speed or accuracy scores, and/or low processing speeds
- requiring greater attention in class due to social, emotional or / and /learning difficulties
- requiring specialist material/equipment or support for sensory/physical problems
- requiring support for examinations and assessments.

The SENCOs and teachers, together with specialists, and involving students and parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress.

Where, despite the school providing SEND support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the Local Authority. The LA will expect to see evidence of the action taken by the school as part of SEND support and the graduated response.

Reviews of students with SEND support are held three times a year and led by tutors, guided by members of the SEN Faculty. Parents' evenings provide an opportunity for parents/carers to share their concerns and, together with the child and teacher, agree aspirations for the student.

### **2.2.1 Provision**

Provision for students with SEND is additional to or different from those provided as part of the school's usual adapted curriculum and strategies. It is a graduated response to students' individual needs. Such provision is recorded/documented for use by mainstream teachers in a number of ways, including on the SEND Pupil Profile.

The school also provides specialist teaching in the SEND department, and offers a range of teaching groups and specialist support from external agencies:

SEND teaching groups and interventions:

- Year 7 and Year 8 literacy support classes, called 7STAR and 8STAR: 30% of their curriculum is taught in the SEND department, where there is a focus on Literacy and the Humanities, and the remaining 70% is with their tutor group
- Year 7 and Year 8 Nurture Classes, called 7UP and 8UP: 50% of curriculum time is taught in the SEND department or in their own Sport or Science classes.  
The focus is  
on supporting students with trauma and attachment issues, or with complex SEMH needs, to settle into a large comprehensive school and build positive relationships with staff and their peers
- Year 9 SEMH support group, called 9UP: 15% of the curriculum is taught in the SEND department, where students work on communication skills and personal development as well as additional English and maths.
- Year 9 Core Group: a small group of students begin Entry Level Certificates in the core subjects (English, maths and science), supported by overlearning in the SEND department. This group works towards foundation GCSE in Year 10 and 11
- Year 10 and 11 Curriculum Support: students take curriculum support as one or more of their option choices, working with the SEND team on securing high attainment in the core subjects.
- Cheney Extra: for students with significant barriers to learning and who are failing to access education, often as a result of trauma, complex mental health needs or communication and interaction needs. Students are withdrawn from the mainstream curriculum and follow a bespoke package of core subjects and enrichment. Students cannot be referred into Cheney Plus from external agencies or other schools.
- Literacy interventions run throughout KS3, supporting students who have not made expected progress at primary school or in the KS2 SATS
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The SEND department and school draws on expertise from external professionals:

- Educational psychologists from Oxfordshire County Council
- Communication and Interaction Support Workers, for students with ASD
- Play therapists
- Speech and Language Therapists for students with Specific Learning Difficulties and Speech, Language and Communication Needs
- School counsellors and Cognitive Behavioural Therapists
- The School Nurse

The school additionally makes use of alternative provision provided by Oxfordshire Local Authority, as appropriate.



### **2.2.2 Categories of Special Educational Need**

Students' needs and requirements fall into four broad areas, but individual students may well have needs which span two or more areas. For example, a student with general learning difficulties may also have communication difficulties or a sensory impairment.

- Communication and interaction: Speech, Language and Communication needs, and Autistic Spectrum Disorder
- Cognition and Learning: Learning difficulties; Specific Learning Difficulties - for example, dyslexia, dyspraxia, dyscalculia
- Social, Emotional and Mental Health: behavioural choices reflecting underlying health difficulties, mental health difficulties (e.g. anxiety, depression); Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder; Attachment Disorder
- Sensory and/or physical needs: Hearing Impairment; Visual Impairment; Physical Disability; Multi-sensory Impairment.

### **2.2.3 Supporting students with medical conditions**

Where students with SEND also have medical needs, their provision is planned and delivered in a coordinated way with an individual Health Care Plan. A parent/carer, or the school, or a supporting professional that may include the School Nurse, identifies a health need - for example, diabetes, migraines - that requires a Health Care Plan: a Plan is developed from conversations/meetings, and is reviewed and amended as required. Plans are managed by Cheney School. Cheney School therefore has regard for the statutory guidance supporting students at school with medical conditions (DfE, 2015): see the Supporting Students with Medical Conditions Policy. Health Care Plans thereby ensure that all staff are aware of the student's precise medical needs and how best to meet them within a school environment.

## **2.3 Curriculum access and inclusion**

Cheney School strives to be an inclusive school, engendering a sense of community and belonging through its inclusive ethos:

- broad and balanced curriculum for all students
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all students
- alternative learning settings.

Teaching across the school reflects Quality First principles, under which:

- responsibility lies with individual subject teachers to plan for, accommodate and review all levels of SEND within their classes
- faculties are responsible for developing effective policies on adaptive teaching
- addressing SEND is a regular feature of faculty meetings, placed on agendas once a term (12 weeks) for discussion and implementation

Students on the SEND register have equal access to the curriculum of the school, as detailed in the Accessibility Policy. In specific instances, the curriculum offer is tailored to meet the needs of individual students with SEND.

## **2.4 Evaluating success**

Parents/carers, staff and students meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

The success of the school's SEND Policy and provision is evaluated through:  
monitoring of classroom practice by the SEN Faculty, the SENCOs, SLT, Head of 8  
Faculty and teachers across the school

- analysis of student tracking data and test results - for both individual students and cohorts
- progress data for students on the SEND register
- regular monitoring of procedures and practice of the SEN Faculty by the SEND governor and SLT
- the school's self-evaluation process
- monitoring the quality of Pupil Profiles and review meetings
- the School Improvement Plan

## **2.5 Complaints procedures**

If a parent/carer is concerned about SEND provision for their child, initial contact should be made with the form tutor or Head of Student Progress (HOSP). A meeting will be arranged, which may include pastoral staff and/or the SENCOs, to discuss the concern.

If this has not resolved the complaint then parents can request an appointment with the Headteacher or the Assistant Headteacher for Inclusion (Astrid Fox, [afox@cheney.oxon.sch.uk](mailto:afox@cheney.oxon.sch.uk)) directly.

In the event of a formal complaint concerning SEND provision, parents/carers are advised to contact the Assistant Headteacher (Inclusion) or the Headteacher directly - contact details may be found on the school website. Parents may also contact the Governing Body or use the complaints process detailed on the school website.

The SEND Information, Advice and Support Service (SENDIASS) is available to support parents in any meeting concerning their child's progress and welfare, and can be contacted through their website: they are an independent body to both school and the local authority.

## **2.6 Recognition procedures**

If you would like to acknowledge the actions of individual teachers, or staff from the SEND department, who have made a positive difference to your child's educational experience then please contact the school office: [office@cheney.oxon.sch.uk](mailto:office@cheney.oxon.sch.uk)

## **3 PARTNERSHIP WITHIN THE SCHOOL AND BEYOND**

### **3.1 Partnership with parents/carers**

Cheney School believes that good communication between parents/carers and staff is essential, so that parents can share their knowledge and expertise about their child. This is important in enabling students with SEND to achieve their potential. Parents are always welcome to visit the school to discuss any concerns about their child with teachers, at a mutually agreed time. There is opportunity for parents to discuss their child's needs, progress and strengths at parents evenings and special needs review meetings.

Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information about SENDIASS is given to parents, so they may use it if they wish, and information is available for parents of students with learning difficulties/disabilities in school. Parents have the right of access to records concerning their child.

### **3.2 The voice of the child**

All students are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. In Cheney School we encourage students to participate in their learning by being present for at least part of review meetings, depending on the nature of the review, to share their wishes and feelings with families and staff. This is difficult for some students, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties. Students are encouraged to take part in the reviews and be part of the evaluation of their successes and needs.

### **3.3 Links with other agencies, organisations and support services**

The school is able to call upon the expertise of a wide range of support services. These support services are consulted after consultation with the Headteacher, AHT for Inclusion or SENCOs, and with the full agreement of parents. For assessment and advice from most of these services, a request form must be filled in first, then additional information may be required e.g. the service's own checklist, and information about strategies already in use. Details of this provision can be found in the section above.

The SENCOs hold contact addresses and request forms for other agencies and support services.

### **Admission and Transfer arrangements**

Cheney School is a fully inclusive school. In accordance with the Education Act 1999 (Section 316), the school will admit a child with an Education, Health and Care Plan, subject to the wishes of their

parent/carer, unless the placement is either unsuitable to the child's age, ability, aptitude or special educational need, or incompatible with the efficient education of other students with whom the child would be educated.

The SENCOs and staff liaise over the external transfer of students with SEND. Placements are considered carefully in order to meet a child's particular needs, and students visit their new class before transfer. Year 6 students transferring to Cheney School have the chance to visit the school during our two transfer days. For students with SEND we have a programme of extended transition, including one-to-one visits. Representatives from Cheney School visit to talk with primary school children and their teachers. The SEN Faculty and Year 6 teachers/primary SENCOs liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEND information is gathered together and records transferred to the new teacher or school.

For students with Education, Health and Care Plans, the child's statement should be amended in the light of recommendations of the annual review by 15th February in the year of transfer (Year 6 -7 transfer, and Year 11 for post-16 transfer) to ensure that time is available to make necessary transfer arrangements relating to needs and provision. The SENCOs of Cheney school will be invited to the final annual review in primary schools of students with an Education, Health and Care Plan, where the Cheney school has been named.

### **3.5 Staff development**

The school is committed to gaining further expertise in the area of special needs education. Current training includes school-based whole school INSET and after school training sessions; SENCOs, SEND teachers and TA group meetings; attendance at Local Authority meetings and the reading and discussion of documents on SEND. Individual staff development is also provided by various higher education institutions or external services, for example CAMHS or the Hearing Impairment support service. Staff meetings are arranged to respond to the particular needs of the school. Arrangements for the induction of ECTs and new staff into the school's policy are detailed in the induction handbook.

### **3.6 Monitoring and review**

The implementation of this policy will be monitored by the SEND Governor.

This policy will be updated in line with new initiatives together with any streamlining of school processes.

This Policy will be reviewed every year